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ABSTRACT

The purpose of the study was to determine the effectiveness of Mississippi preservice vocational programs in developing the performance levels of vocational teachers. Questionnaires were mailed to all Mississippi vocational teachers with one to three years of teaching experience, State level supervisors, and teacher educators; 405 questionnaires were included in the study. A rating scale was utilized that consisted of five levels ranging from inadequate performance to competent performance; 94 performance tasks were assessed in areas of: planning of instruction, execution of instruction, evaluation of instruction, guidance, management, public/human relations, professional role, student vocational organizations, and program coordination. Only one group, program coordination, was assessed at below the adequate level. Some specific recommendations derived from the study were the need for increased preservice experience in: "actual" school situations, team teaching approach, standardized testing, guidance related tasks, budget planning, preparing reports, student disciplinary actions, use of media, research studies, working with youth organizations, and program coordination. More than half of the document consists of appendixes of supportive data. (EA)

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Assessment of Preservice Vocational Teacher Education in Mississippi

Herbert M. Handley and James F. Shill

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ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION

by

James F. Shill and Herbert M. Handley

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TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Research Methodology	3
III.	Overall Findings	5
	A. Characteristics of Vocational Personnel Included in the Study	5
	B. Overall Appraisal of Performance Tasks	6
	C. Group Perceptions of Preservice Performance Tasks Development	19
IV.	Summary	39
	A. Characteristics of Vocational Personnel Included in the Study	39
	B. Overall Appraisal of Performance Tasks	39
	C. Group Perceptions of Preservice Performance Task Development	41
V.	Conclusions and Recommendations	61
	A. Overall Performance Tasks	61
	B. Service Area Performance Task Development	63
	C. Current Position	66
	D. Diploma or Degree Held	66
	E. Type of Preservice Education	66
VI.	Appendices	69

LIST OF TABLES

Table Number		Page
I.	Overall Appraisal of Performance Task Levels Related to Planning of Instruction Developed in Preservice Teacher Education Progams	7
II.	Overall Appraisal of Performance Task Levels Related to Execution of Instruction Developed in Preservice Teacher Education Programs	8
III.	Overall Appraisal of Performance Task Levels Related to Evaluation of Instruction Developed in Preservice Teacher Education Programs	11
IV.	Overall Appraisal of Performance Task Levels Related to Guidance Developed in Preservice Teacher Education Programs	12
V.	Overall Appraisal of Performance Task Levels Related to Management Developed in Preservice Teacher Education Programs	13
VI.	Overall Appraisal of Performance Task Levels Related to Public and Human Relations Developed in Preservice Teacher Education Programs	15
VII.	Overall Appraisal of Performance Tasks Related to Professional Roles Developed in Preservice Teacher Education Programs	16
VIII.	Overall Appraisal of Performance Tasks Related to Student Vocational Organizations Developed in Preservice Teacher Education Programs	17
IX.	Overall Appraisal of Performance Tasks Related to Program Coordination Developed in Preservice Teacher Education Programs	18
X.	Appraisal of Performance Task Groups Developed in Preservice Teacher Education Programs	19
XI.	Respondent's Perceptions of Preservice Performance Task Development by Service Area	42
XII.	Respondent's Perception of Preservice Performance Task Development by Current Position, Highest Diploma or Degree Held, and Type of Preservice Education	51

PREFACE

This report summarizes the first phase of a study which assessed vocational teacher education in Mississippi. The first phase of the study dealt with assessment of all preservice vocational teacher education in the state. The second phase of the study was an assessment of inservice teacher education, while the third phase dealt with assessments of work values and job attitudes of teachers.

This first report contains a comparison of perceptions of vocational educators working in 13 service and/or specialty areas concerning preservice education. Vocational educators assessed their ability to execute specific performance tasks related to vocational instruction after they had completed preservice programs and had obtained some experience on the job.

In the second report in the series the investigators focused upon the assessment of inservice teacher education activities (both those conducted by the State Division of Vocational-Technical Education and by institutions of higher learning). The report summarizes vocational educators' perceptions of how well they were able to execute specific performance task areas after completion of inservice education programs.

The third report and last in the series summarizes data collection which were related to the attitudes and values held by the vocational teachers working in the different services and/or specialty areas. The investigators felt that a study of accountability in teacher education would not be complete without a consideration of the affective behaviors exhibited by teachers. This part of the research was conducted as a parallel analysis with the competency studies reported in the other two monographs.

This study was conducted to provide baseline data to be used in curriculum planning for improving teacher education programs. It may represent the first effort on a statewide basis to evaluate the effectiveness of preservice and inservice programs for assisting teachers to increase their performance levels.

The investigators gratefully acknowledge the assistance of Cynthia Johnson and Durenda Loftin in typing the manuscript. Appreciation is expressed to Charlene Callaway for editing and supervision of the preparation of this report.

J.F.S. & H.L.H.

I. INTRODUCTION

Over the past several years, some vocational educators (teachers, teacher educators, and administrators) have implied that teacher education activities were not producing teachers and administrators that meet the requirements of today's educational system. Pressures for improvement have been brought to the forefront by two major factors: (1) a shortage of adequately prepared vocational teachers; and (2) increased demands for highly qualified personnel.

Recently, increased emphasis in teacher education has been placed on developing competency-based teacher education programs. In these programs certification is based upon tested teaching competencies, as reported by Bechtel.[1] While competency-based models are being explored by many teacher education institutions, they are still considered to be experimental. However, some educators such as Combs[2] warn that basing teacher effectiveness around competency-based systems alone may be a highly questionable practice.

Many educators and lay citizens, however, believe that in many teacher education programs more emphasis should be placed on performance task development rather than courses. Adding support to this line of thought are studies such as Cardozier's[3] in which only a small relationship was found between teaching effectiveness and overall achievement in undergraduate courses. However, a positive significant correlation was shown to exist between rated teaching effectiveness and grades in student teaching (performance).

Colleges and universities within the State and the Mississippi State Department of Education have developed and operated preservice vocational programs for developing instructional skills of teachers in the various service areas. A study to determine how effective these programs have been in developing the performance levels of vocational teachers has not previously been made on a statewide level.

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[1]William M. Bechtel, "The ComPac: An Instructional Package for Competency-Based Teacher Education," Educational Technology, (September, 1972) pp. 37-41.

[2]A. W. Combs, The Professional Education of Teachers, (Boston: Allyn and Bacon, Inc., 1965), p. 2.

[3]V. R. Cardozier, Undergraduate Academic Achievement and Teaching Performance, (College Park, MD: Agricultural Experiment Station, University of Maryland, 1965).

The Problem and Objectives

The increased demand for limited resources has increased the awareness of educators of the need for program assessment. Prompted by new legislation, increased inquiries from administrators, and a felt need to improve programs, vocational educators are seeking objective information about all areas of vocational education that will enable them to assess, plan, and, where necessary, refocus their efforts. Perhaps of all the different phases of vocational education assessment, none should receive a higher priority than teacher education. The very nature of teacher education activities' impact upon the total vocational and technical program demands that there be a continuous reassessment.

The problem to which this research project was concerned was the gathering of assessment data concerning teacher performance and attitudes resulting from teacher education activities which could be incorporated into the decision-making process for: (1) improving preservice teacher education activities; (2) improving inservice teacher education activities; and (3) annual and long-range planning activities. The ultimate objective was to gather assessment data on preservice and inservice teacher education activities (conducted by both State Division of Vocational-Technical Education and by institutions of higher learning), analyze it, and incorporate it into reports to be utilized in improving all types of teacher performance in the cognitive, affective, and psychomotor domain. The project assessed teacher education activities as they affected the performance-based needs and attitudes of all vocational teachers regardless of service area. The study included three separate phases (preservice, inservice, and attitudes), each of which was developed into a report. This report deals with the assessment of preservice education activities on which the following specific objectives were designed:

1. To assess teacher activities in relation to vocational and technical teacher employment performance requirements;

2. To determine the effectiveness of preservice teacher education activities in relation to teacher employment performance requirements;

3. To compare the differences in assessment of teacher education activities in relation to teacher employment performance requirements among all vocational service areas (cooperative; disadvantaged and handicapped; agriculture; distributive education; health; consumer and homemaking; business and office; technical; trade and industry; occupational orientation and guidance; and industrial arts); and

4. To compare the differences in assessment of teacher education activities in relation to employment performance requirements among teachers, teacher educators, and administrators.

II. RESEARCH METHODOLOGY

Theoretical Frame of Reference

For this research a vocational teacher was conceptualized as a decision-maker who had sufficient recent experiences in preservice education programs to relate them to employment performance demands. In addition, teachers had one to three years of teaching experience. Administrators were conceptualized as decision-makers who were sufficiently familiar with beginning teachers' vocational programs to make valid judgements concerning the competencies possessed by teachers upon completion of preservice education programs. Teacher educators were conceptualized as decision-makers who were sufficiently familiar with competencies developed by teachers in preservice education programs to make valid judgements.

Research Design and Method

Data were gathered from mailed questionnaires during March, through June of 1973. The questionnaire was adapted from previous performance requirements research efforts by Cotrell and others [4,5,6] at Ohio State University. The instrument was adapted to assess performance-based teacher education activities common to all vocational teachers regardless of respective service areas (see Appendix 95). The instrument divided 94 tasks into ten performance areas required in employment. They were: (1) tasks required in planning instruction; (2) tasks required in execution of instruction; (3) tasks required in evaluation of instruction; (4) tasks required in student guidance; (5) tasks required in program and/or course management; (6) tasks required in public and human relations; (7) tasks required in general classroom/program management; (8) tasks required in the professional role; (9) tasks required in student vocational organizations; and (10) tasks required in program coordination.

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[4]C. J. Cotrell, J. G. Bennett, W. A. Cameron, S. A. Chase, M. J. Molnar, and R. J. Wilson, Performance Requirements for Teachers (Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, December, 1971).

[5]C. J. Cotrell, W. A. Cameron, S. A. Chase, C. R. Doty, A. M. Gorman, and M. J. Molnar, Performance Requirements for Teacher-Coordinators (Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, March, 1972).

[6]C. J. Cotrell, S. A. Chase, and M. J. Molnar, A Foundation for Performance-Based Instruction (Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, August, 1972).

A total of 405 teachers, state level supervisors, and teacher educators were included in this study. Questionnaires were mailed to all vocational teachers with one to three years of teaching experience, all state level supervisors, and all teacher educators in Mississippi. Three hundred and one of the 506 vocational teachers (59.24 percent), 66 of the 66 state level supervisors (100 percent), and 38 of the 45 teacher educators (84.2 percent) returned completed questionnaires.

Analytical Design and Method

Information on the completed questionnaires concerning the assessment of vocational teacher education programs was transferred to code sheets, and then to cards for electronic computations. Tabulations and statistical tests were performed on computers in the Mississippi State University Computing Center.

Statistical procedures involved were computation of frequencies, percentages, distributions, means, standard deviations, and ranks. In addition, differences in performance levels were predicted by the analysis of variance model and a post hoc measure (Duncan's) was made on each of the criteria showing significant F ratios.

Data collected from the questionnaires were used to present information concerning vocational personnel characteristics, overall appraisal of performance tasks, and group perceptions of preservice performance tasks development.

III. OVERALL FINDINGS

A. Characteristics of Vocational Personnel Included in the Study

As a background for a more comprehensive understanding of the data included in this study, the reader should become familiar with some of the general characteristics of the 405 vocational participants. These characteristics are discussed below under the four general areas of: 1) Vocational Service Area Represented; 2) Current Professional Position in Vocational-Technical Education; 3) Educational Level; and 4) Type of Preservice Education Obtained.

Vocational Service Area Represented. Of the participants included in the study, approximately 10 percent (41 respondents) were in agriculture, 5 percent (21 respondents) were in business and office, 22 percent (88 respondents) were in consumer and homemaking, 6.5 percent (26 respondents) were in cooperative education, 5 percent (21 respondents) were in the disadvantaged service area, 4 percent (16 respondents) were in distributive education, 1.5 percent (6 respondents) were in guidance, .5 percent (2 respondents) were in the handicapped service area, 6 percent (25 respondents) were in industrial arts, 6 percent (23 respondents) were in occupational orientation, 3.5 percent (15 respondents) were in technical, 21 percent (86 respondents) were in trade and industry, and 9 percent (35 respondents) in health. The areas of trade and industry, and home economics made up approximately 43 percent of all respondents.

Current Position in Vocational Education. Seventy-four percent of the respondents in the study were vocational or technical teachers. Of the remaining 26 percent, 1 percent held the position of vocational director, 6 percent were state level supervisors, 1 percent were SDVTE (State Division of Vocational Technical Education) teacher educators, 8 percent were institutional teacher educators, and 10 percent held other positions in vocational or technical education.

Educational Level. Respondents indicated the level of their "formal" education by reporting the highest diploma or degree held. Twenty-eight percent (3 percent GED, 12 percent high school diploma, and 13 percent A.A. degree) of the respondents highest diploma or degree was less than a baccalaureate degree. Fifty-five percent of the respondents indicated their highest degree was a baccalaureate, 9 percent a master's, 1 percent a specialist, 4 percent a doctorate, and 2 percent indicated other types of degrees.

Types of Preservice Education Received. Ten percent of the respondents reported receiving noncredit workshop teacher education before they began their first teaching assignment. Sixty-

nine percent reported preservice teacher education at colleges, 15 percent report college training (other than teacher education), 4 percent indicated other types of training, and 2 percent indicated they had received no preservice teacher education of any type.

B. Overall Appraisal of Performance Tasks

Information concerning the overall appraisal of performance tasks by vocational personnel is presented in this section of the report. These 94 tasks were grouped into nine general divisions for ease of reporting. The divisions were as follows: (1) Planning of Instruction; (2) Execution of Instruction; (3) Evaluation of Instruction; (4) Guidance; (5) Management; (6) Public and Human Relations; (7) Professional Roles; (8) Student Vocational Organization; and (9) Program Coordination. (see Appendix 95)

Data collected from this section were obtained from questionnaires that dealt with appraisals of teachers' performance on definite tasks after completing preservice teacher education programs. Vocational personnel were asked to rate each task on a scale of 5-0. Each level on the scale was defined as being:

Level 5: Competent Performance: Able to demonstrate desired task performance INDEPENDENT OF DIRECTION or assistance of others.

Level 4: Capable Performance: Able to demonstrate desired task performance when PROVIDED SOME DIRECTION or assistance.

Level 3: Adequate Performance: Able to demonstrate desired task performance when PROVIDED CONSIDERABLE DIRECTION or assistance.

Level 2: Acceptable Performance: Able to demonstrate desired task performance when PROVIDED CONSTANT DIRECTION or assistance.

Level 1: Inadequate Performance: UNABLE to demonstrate the desired task at the most elementary level EVEN WHEN PROVIDED CONSTANT DIRECTION or assistance.

Level 0: No Training in Task Area: Area was not included in preservice education programs.

Appraisal of Planning of Instruction Performance Tasks. The vocational personnel were asked to appraise the level of task performance beginning teachers possessed in planning of instruction after they completed preservice training. Respondents appraised eight performance tasks related to planning of instruction. Table I indicated that all performance tasks were reported on on the rating scale as being performed between the capable and adequate levels by beginning teachers. However, it is interest-

ing to note that the tasks receiving the lowest ratings were those requiring activities "outside" the normal school setting namely: a) Determining out-of-school learning experiences; and b) Organizing and working with advisory councils. Competency or performance level seems to be higher for beginning teachers in those tasks not involving students and/or the public. This may well indicate a tendency in preservice teacher education programs for emphasis to be placed more on media, aids, materials, etc. than on working with people (students and/or adults). The overall mean for the eight performance tasks related to planning of instruction was 3.84, which approached the capable rating level.

Table I. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO PLANNING OF INSTRUCTION DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S. D.	Mean Rank
Select and develop instructional content for a course	4.08	0.98	1
Formulate objectives for lessons, units courses	3.95	1.02	2
Select instructional media and aids for a lesson	3.93	1.05	3
Select and develop instructional content for a course	3.92	0.98	4
Develop instructional materials	3.84	1.10	5
Determine student needs and goals	3.71	0.95	6
Determine out-of-school learning experiences for students	3.50	1.15	7
Organize and work with an advisory council	3.11	1.42	8
TOTAL PLANNING OF INSTRUCTION	3.84	1.13	--

Competent - Capable - Adequate - Acceptable - Inadequate

Performance Rating Scale: 5 4 3 2 1

No Training in Area
0

Appraisal of Execution of Instruction Performance Task. Respondents were asked to appraise the level of 31 performance tasks related to execution of instruction after the completion of preservice training. As shown in Table II, 12 of the performance tasks were rated as being performed at a capable to competent level (4-5 rating). Sixteen other performance tasks were rated as being performed between the adequate and capable level (3-4 rating). Only three of the performance tasks were rated as being performed below the capable level (less than 3 rating). These tasks were: 1) presenting a lesson utilizing videotapes; b) presenting a lesson utilizing audio tapes, recordings, radio and TV; and c) conducting visits to students' homes for instructional purposes. The overall mean for the 31 performance tasks related to execution of instruction was 3.72 which approached the capable rating level.

Table II. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO EXECUTION OF INSTRUCTION DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Task	Mean	S.D.	Mean Rank
Introduce a lesson	4.24	0.96	1
Demonstrate a manipulative skill	4.24	1.02	1
Present a lesson with the aid of a chalk board	4.20	1.04	3
Present an idea or concept	4.17	0.89	4
Direct a student manipulative skill demonstration	4.16	1.02	5
Give a lecture	4.11	1.02	6
Give an illustrated talk	4.08	0.96	7
Direct a group discussion	4.06	0.99	8
Employ the oral questioning technique	4.05	1.02	9
Conduct a field trip	4.02	1.16	10
Provide individualized instruction for students	4.01	1.11	11

Table II - continued

Performance	Mean	S.D.	Mean Rank
Direct student learning laboratory experiences	4.00	1.99	12
Present a lesson utilizing film-strips or slides	3.96	1.24	13
Obtain proper ending for a lesson	3.92	1.08	14
Set up display of materials for instructional purposes	3.91	1.19	15
Reinforce learning	3.86	1.00	16
Present a lesson utilizing an overhead or opaque projector	3.86	1.32	16
Draw upon student experience in presenting instruction	3.84	1.05	18
Present information by use of the project method	3.81	1.17	19
Reproduce instructional materials	3.74	1.35	20
Present information by use of simulated experiences	3.74	1.19	20
Develop standards for student attainment	3.66	1.08	22
Present a lesson utilizing a motion picture	3.61	1.45	22
Present information by use of the problem solving method	3.67	1.16	24
Utilizing unplanned classroom or shop incident as a basis for presenting related information	3.60	1.33	25
Present information by use of the case study method	3.27	1.37	26

Table II - continued

Performance	Mean	S.D.	Mean Rank
Present a lesson with the aid of a flannel board or flip chart	3.16	1.72	27
Present information through team teaching or resource persons	3.07	1.59	28
Conduct visits to students' homes for instructional purposes	2.58	1.81	29
Present a lesson utilizing video-tape	2.40	1.84	30
Present a lesson utilizing audio tape, recordings, radio and TV	2.38	1.83	31
TOTAL EXECUTION OF INSTRUCTION	3.72	1.16	--

	Competent - Capable - Adequate - Acceptable - Inadequate				
Performance Rating Scale:	5	4	3	2	1

No Training in Area

0

Appraisal of Evaluation of Instruction Performance Tasks. Vocational personnel were asked to appraise 10 performance tasks which were related to evaluation of instruction. Two of the 10 performance tasks as indicated in Table III were rated as being performed at a capable to competent level (means of 4 or higher). Seven of the remaining eight performance tasks were rated between mean of 3.61 and 3.97 which was approaching the capable level. The performance task received the lowest rating a mean of 3.08 (slightly above adequate level) was that of evaluating standardized test results. The overall rating of the 10 performance tasks was a mean of 3.76 which approached the capable performance level.

Table III. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO EVALUATION OF INSTRUCTION DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Formulate a system of grading consistent with school policy	4.09	1.06	1
Evaluate student's progress in class, home and laboratory assignments	4.00	1.04	2
Formulate valid test questions	3.97	1.12	3
Establish criteria and methods for classroom or shop laboratory performance	3.84	1.09	4
Evaluate own teaching methods and techniques	3.78	1.10	5
Establish evaluative criteria for lessons, units or courses	3.75	1.11	6
Evaluate text and reference material to meet course objectives	3.75	1.14	6
Interpret evaluation data for students and for parents	3.65	1.16	8
Select measures appropriate to evaluate criteria	3.61	1.16	9

Table III - continued

Performance Tasks	Mean	S.D.	Mean Rank
Evaluate standardized test results	3.08	1.56	10
TOTAL EVALUATION OF INSTRUCTION	3.76	1.15	

	Competent -	Capable -	Adequate -	Acceptable -	Inadequate -
Performance Rating Scale:	5	4	3	2	1

No training in area

0

Appraisal of Guidance Performance Tasks. Respondents gave the eight guidance performance tasks an overall mean rating of 3.47 which was between the adequate (3) and the capable (4) levels as shown in Table IV. Responses indicated that performance levels were highest in such items as (a) presenting occupational information (3.64) and (b) making recommendations for employment of students (3.63). Lowest ratings were given to the performance tasks of: (a) interpreting student cumulative records (3.32); (b) developing student selection criteria (3.32); and (c) interviewing students and parents (3.33).

Table IV. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO GUIDANCE DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Present occupational information	3.64	1.29	1
Make recommendations for employment of students	3.63	1.27	2
Assist students with personal, social, and scholastic problems	3.55	1.32	3
Counsel students	3.47	1.41	4
Collect relevant student data	3.47	1.24	4
Interview students and parents	3.33	1.42	6
Develop student selection criteria	3.32	1.33	7

Table IV. - continued

Performance Tasks	Mean	S.D.	Mean Rank
Interpret student cumulative records	3.32	1.46	7
TOTAL GUIDANCE	3.47	1.33	

	Competent	- Capable -	Adequate -	Acceptable -	Inadequate
Performance Rating Scale:	5	4	3	2	1

No training in area

0

Appraisal of Program Management Performance Tasks. Eleven tasks related to classroom and/or program management were rated by those included in the study. As indicated by Table V, two tasks (those of (a) maintaining tools and equipment; and (b) developing and implementing safety procedures) were rated highest at or above the capable (4.0) level. The tasks receiving the lowest ratings were those of (a) developing and maintaining placement and follow-up records, and (b) preparing and submitting local and state reports, which were rated 3.23 and 3.26 respectively. Overall rating for the eleven managements tasks was a mean of 3.71.

Table V. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO MANAGEMENT DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Maintain tools and equipment	4.05	1.16	1
Develop and implement safety procedures	4.00	1.22	2
Determine supply, materials, equipment and facility needs	3.94	1.14	3
Maintain inventory of supplies, materials and equipment	3.92	1.28	4

Table V. - continued

Performance Tasks	Mean	S.D.	Mean Rank
Establish detailed procedures and regulations for laboratory and classroom activities	3.92	1.07	4
Maximize the use of students' time and equipment (scheduling)	3.81	1.11	6
Prepare requisitions for supplies, tools, materials and equipment	3.79	1.37	7
Plan a budget for supplies, materials, and equipment	3.50	1.47	8
Provide "correct" disciplinary action	3.43	1.21	9
Prepare and submit local and state reports and other information	3.26	2.53	10
Develop and maintain placement and follow-up records	3.23	1.54	11
TOTAL MANAGEMENT	3.71	1.28	

	Competent -	Capable -	Adequate -	Acceptable -	Inadequate -
Performance Rating Scale:	5	4	3	2	1

No training in area

0

Appraisal of Public and Human Relations Performance Tasks. Persons included in the study were asked to indicate the level of performance tasks related to public and human relations developed in preservice teacher education programs. As shown in Table VI, the six tasks in this group received a composite mean rating of 3.91 which approached the capable (4.0) level. The task receiving the lowest rating (a mean of 3.32) was that of keeping the community informed concerning the program through the use of specialized media (newspapers, radio, T. V., etc.).

Table VI. OVERALL APPRAISAL OF PERFORMANCE TASK LEVELS RELATED TO PUBLIC AND HUMAN RELATIONS DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Develop and maintain good professional working relationships with other teachers and administrators	4.34	0.93	1
Develop and maintain good communication with the community	4.14	1.06	2
Develop and maintain good working relationships with agencies in the community	4.06	1.07	3
Establish and maintain rapport with students and parents	3.99	1.08	4
Develop and maintain good relationships with unions, councils, committees, business and professional associations	3.54	1.43	5
Keep the community informed concerning program activities (newspapers, radio, TV, etc.)	3.32	1.41	6
TOTAL PUBLIC AND HUMAN RELATIONS TASKS	3.91	1.15	

	Competent -	Capable -	Adequate -	Acceptable -	Inadequate -
Performance Rating Scale:	5	4	3	2	1
	No training in area				
	0				

Appraisal of Professional Roles Performance Tasks. Seven performance tasks related to professional roles were rated with an overall mean of 3.86 which was appraoching the capable (4.0) level as shown in Table VII. Six of the seven performance tasks were rated as above or approaching the capable level (between 3.76 and 4.29). Only one task, that of participating and contributing to research studies and professional literature, was rated as slightly above adequate (3.11).

Table VII. OVERALL APPRAISAL OF PERFORMANCE TASKS RELATED TO PROFESSIONAL ROLES DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Exhibit behavior appropriate to teaching role	4.29	1.02	1
Secure and leave a position in a professional manner	4.23	1.12	2
Participate in professional organization activities	3.88	1.20	3
Participate in planned professional improvement activities	3.88	1.31	3
Keep abreast of current and new professional and technical information	3.88	1.16	3
Develop and maintain expertise in occupational specialty	3.76	1.18	6
Participate and contribute to research studies and professional literature	3.11	1.48	7
TOTAL PROFESSIONAL ROLE PREPARATION	3.86	1.21	

	Competent	Capable	Adequate	Acceptable	Inadequate	No training in area
Performance Rating Scale:	5	4	3	2	1	0

Appraisal of Student Vocational Organizations Performance Tasks. Respondents, as indicated in Table VIII, gave an overall mean rating of 3.48 to the seven tasks. This placed the performance task level approximately midway between the adequate and capable levels. The task showing the lowest performance level (3.24) was that of stimulating participation in district, state, regional, and national meetings and contests.

Table VIII. OVERALL APPRAISAL OF PERFORMANCE TASKS RELATED TO STUDENT VOCATIONAL ORGANIZATIONS DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Develop a yearly program of work	3.69	1.30	1
Organize, promote, and support organizations	3.65	1.31	2
Sponsor and supervise organization activities	3.54	1.37	3
Develop and maintain the student vocational organization program as an integral part of the instructional program	3.44	1.42	4
Establish policy and procedures for student organizations	3.34	1.44	5
Evaluate the student organization program	3.33	1.45	6
Stimulate participation in district, state, regional, and national meetings and contests	3.24	1.48	7
TOTAL STUDENT VOCATIONAL ORGANIZATIONS TASKS	3.48	1.37	

	Competent	Capable	Adequate	Acceptable	Inadequate	No training in area
Performance Rating Scale:	5	4	3	2	1	0

Appraisal of Program Coordination Performance Tasks. Of the six program coordination tasks rated, only one was at the adequate performance level (3.0), as shown in Table IX. This was the task of supervising student-learner's performance. The other five tasks ratings ranged from 2.81 to 2.91, which is below the adequate performance level. The overall six coordination tasks were rated at 2.94, which was below the adequate level.

Table IX. OVERALL APPRAISAL OF PERFORMANCE TASKS RELATED TO PROGRAM COORDINATION DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Performance Tasks	Mean	S.D.	Mean Rank
Supervise student-learner's performance	3.31	1.74	1
Maintain a current file of jobs and employers	2.91	1.71	2
Establish policy and procedures for on-the-job training	2.90	1.74	3
Select training stations or experiences	2.87	1.72	4
Develop training or experience agreements	2.84	1.70	5
Conduct a community survey	2.81	1.69	6
TOTAL COORDINATION TASKS	2.94	1.68	

	Competent	Capable	Adequate	Acceptable	Inadequate
Performance Rating Scale:	5	4	3	2	1

No training in area
0

Appraisal of Performance Task Groups. The 94 performance tasks which respondents were asked to assess, were divided into nine specific groups according to their relationship. The overall performance ratings and rank for each of the groups are shown in Table X. Eight of the groups received ratings ranging from 3.43 to 3.91 which indicated some direction or assistance was required in carrying out the desired performance tasks. The lowest group that of program coordination (2.94) indicated that considerable direction or assistance was required in carrying out the performance tasks.

Table X. APPRAISAL OF PERFORMANCE TASK GROUPS DEVELOPED IN PRESERVICE TEACHER EDUCATION PROGRAMS

Group	Mean	Rank
Performance Tasks Relating To:		
Public and Human Relations	3.91	1
Planning of Instruction	3.84	2
Evaluation of Instruction	3.76	3
Execution of Instruction	3.72	4
Management	3.71	5
Student Vocational Organizations	3.48	6
Guidance	3.47	7
Professional Roles	3.43	8
Program Coordination	2.94	9

C. Group Perceptions of Preservice Performance Tasks Development

Information concerning the appraisal of the 94 performance tasks by vocational personnel is presented in this section of the report. The 94 performance tasks, which are divided into nine general divisions for ease of reporting, are analyzed by: (a) vocational service area; (b) current position held in vocational education; (c) highest level of education completed; and (d) type of preservice education received.

Data collected from this section were obtained from questionnaires that dealt with appraisals of teachers' performance on definite tasks after completing preservice teacher education programs. Vocational personnel were asked to rate each task on a scale of 5-0. Each level on the scale was defined as being:

Level 5: Competent Performance: Able to demonstrate desired task performance INDEPENDENT OF DIRECTION or assistance of others.

Level 4: Capable Performance: Able to demonstrate desired task performance when PROVIDED SOME DIRECTION or assistance.

Level 3: Adequate Performance: Able to demonstrate desired task performance when PROVIDED CONSIDERABLE DIRECTION or assistance.

Level 2: Acceptable Performance: Able to demonstrate desired task performance when PROVIDED CONSTANT DIRECTION or assistance.

Level 1: Inadequate Performance: UNABLE to demonstrate the desired task at the most elementary level EVEN WHEN PROVIDED CONSTANT DIRECTION or assistance.

1. Performance Tasks Related to Planning of Instruction

Determine Student Needs and Goals. While no significant differences were noted in service area, current position, highest diploma or degree held, or type of preservice education received (see Appendix 1), some interesting observations should be noted. In the service area, guidance personnel rated determining student needs and goals lowest of any group. This might be considered by many to be a possible strength area for guidance personnel. The performance ratings of vocational teachers, vocational directors, and the "other" group were higher than those of SDVTE supervisors, SDVTE teacher educators and institutional teacher educators in this task area. Vocational personnel with GED certificates were rated higher in this task area than most other groups. In relation to type of preservice education received those receiving noncredit workshops rated their performance level lowest.

Formulating Objectives. No significant differences were found in service area, current position, or diploma or degree held (see Appendix 2). However, a significant difference (at .05 level) was found in the type of preservice education received. Performance ratings were significantly lower for noncredit workshops and the "other" category than college preservice education and those receiving no preservice education.

Selecting Instructional Content for a Course. No significant differences (see Appendix 3) were noted in the three categories of service area, current position or diploma or degree held. However, in the category of current position, SDVTE supervisors, SDVTE teacher educators, and institutional teacher educators ratings were considerably lower than the other groups. In the category "type" of preservice education a significant difference (at .05 level) was noted. Those receiving preservice training in colleges performance ratings were significantly higher than those receiving preservice training in noncredit workshops or "other" training and those receiving no preservice education. Those respondents receiving noncredit workshop preservice training showed only a slight increase in performance level over those receiving no preservice education.

Selecting and Developing Instructional Content of a Lesson. No significant differences were reported in this performance task in either service area or diploma or degree held (see Appendix 4). Significant differences (at .05 level) were observed in both current position and type of preservice education when related to this performance task. The SDVTE supervisors and SDVTE teacher educators rated this performance task level significantly lower than did the other groups. Performance task level was rated significantly higher by respondents receiving noncredit workshops than those receiving no preservice education. In addition, those receiving college preservice teacher education, rated significantly higher than those receiving noncredit workshops preservice education.

Selecting Instructional Media and Aids. On this performance task no significant differences were noted in service area, diploma or degree, or type of preservice education received (see Appendix 5). A highly significant difference (at .01 level) was noted when current position was related to this performance task. Significantly lower performance level ratings were given by SDVTE supervisors and SDVTE teacher educators than the other groups.

Developing Instructional Materials. When this performance task was related to service area, diploma or degree, or type of preservice education no significant differences were observed (see Appendix 6). However, when related to current position a highly significant difference (at .01 level) was observed. Persons in the SDVTE (both supervisors and teacher educators) rated the performance task level significantly lower than did the other groups.

Determining Out-of-School Learning Experiences. No significant differences were noted when this performance task was related to service area, or diploma or degree held (see Appendix 7). A significant difference (at .05 level) was noted when it was related to current position. Both SDVTE and institutional teacher educators rated the performance level significantly lower than did the other groups. Type of preservice education when related indicated a highly significant difference (at .01 level). Both those receiving no preservice education and those receiving noncredit workshop training, performance tasks levels were significantly lower than the other groups.

Organizing and Working with an Advisory Committee. In this performance task no significant differences were observed (see Appendix 8) when the task was related to service area, current position, diploma or degree held, or type of preservice education received.

2. Performance Tasks Related to Execution of Instruction

Introduce a Lesson. When this performance task was related to service area, current position, or diploma or degree, no significant differences were observed (see Appendix 9). However, when related to type of preservice education received, a highly significant difference (at .01 level) was observed. Ratings on performance task by respondents receiving no preservice education, were significantly lower than the other groups. Ratings of respondents receiving college preservice training were significantly higher than those who obtained their preservice training in noncredit workshops.

Directing A Group Discussion. All four categories of service area, current position, diploma or degree held, or type of preservice education revealed no significant differences (see Appendix 10) when related to this performance task.

Conducting A Field Trip. No significant differences in service area, current position, diploma or degree held, or type of preservice education were observed when this performance task was related to the four categories (see Appendix 11).

Directing A Student Manipulative Skill Demonstration. None of the four categories (service area, current position, diploma or degree held, and type of preservice education received) related to this performance task indicate significant differences (see Appendix 12).

Demonstrating A Manipulative Skill. Service area, current position, diploma or degree held, or type of preservice education when related to this task indicated no significant differences (see Appendix 13).

Presenting An Idea or Concept. When this performance task was related to service area, current position, or a diploma or degree held, no significant differences appeared (see Appendix 14). However, when it was related to type of preservice education a significant difference (at .05 level) appeared. Respondents who reported no preservice education were significantly lower in performance level ratings than were the other groups. Conversely, respondents receiving college preservice training were significantly higher in performance level ratings than were those receiving training in noncredit workshops.

Giving A Lecture. No significant differences (see Appendix 15) were observed when this performance task was related to service area, current position, or diploma or degree held. However, a highly significant difference (at .01 level) was

observed when this performance task was related to type of preservice education received. The performance level ratings of those reporting no preservice education, were significantly lower than those receiving noncredit workshop instruction. In addition, the performance levels of those receiving noncredit workshop instruction were rated significantly lower than those receiving preservice education in colleges.

Giving An Illustrative Talk. The service area, current position, or diploma or degree held when related to this performance task indicated no significant differences (see Appendix 16). When type of preservice education received was related to this performance task a highly significant difference (at .01 level) was noted. The performance levels of respondents receiving no preservice education were rated significantly lower than those receiving preservice noncredit workshops. Likewise, the performance levels of those receiving preservice noncredit workshops were rated significantly lower than those receiving college preservice education.

Employing Oral Questioning Techniques. When this task was related to service area, or diploma or degree held, no significant differences (see Appendix 17) were observed. However, when current position, and type of preservice education were related to this performance task, both indicated significant differences (at .05 level). In the current position category both SDVTE and institutional teacher educators rated this task significantly lower than did the other groups. The performance levels ratings of both the respondents receiving no preservice education and those receiving preservice noncredit workshops were significantly lower than those receiving preservice college training.

Reinforcing Learning. No significant differences (see Appendix 18) in performance levels were noted when this task was related to any of the four categories (service area, current position, diploma or degree held, and type of preservice education.)

Developing Standards for Student Attainment. Relating this performance task to service area, current position, diploma or degree held, and type of preservice education indicated no significant differences (see Appendix 19).

Obtaining a Proper Ending for a Lesson. In service area, current position, and diploma or degree held no significant differences (see Appendix 20) were observed when related to this performance task. A highly significant difference (at .01 level) was observed when the task was related to type of preservice education received by respondents.

Respondents receiving college preservice education performance level ratings on this task were significantly higher than both those receiving preservice noncredit workshops and those receiving no preservice education.

Reproducing Instructional Materials. Current position and diploma or degree held when related to this performance task revealed no significant differences (see Appendix 21). However, a significant difference (at .05 level) was observed in both categories of service area, and type of preservice education when related to this task. Those respondents receiving preservice noncredit workshops performance level ratings on this task were significantly lower than those receiving no preservice education or those receiving college training. When this task was related to service area the performance level ratings of agriculture, guidance, and health personnel were significantly lower than the other groups.

Setting Up a Display of Materials for Instructional Purposes. Relating this task to service area, current position, diploma or degree held, and type of preservice education revealed no significant differences (see Appendix 22).

Presenting a Lesson Utilizing Overhead or Opaque Projectors. No significant differences (see Appendix 23) were observed when this task was related to service area, current position, diploma or degree held, and type of preservice education.

Presenting a Lesson Utilizing Filmstrips or Slides. Service area, current position, diploma or degree held, and type of preservice education when related to this performance task disclosed no significant differences (see Appendix 24).

Presenting a Lesson Utilizing a Motion Picture. Relating this task to service area, current position, diploma or degree held, and type of preservice education produced no significant differences (see Appendix 25).

Presenting a Lesson Utilizing Videotapes. While no significant differences (see Appendix 26) were observed when this task was related to current position, service area, diploma or degree held and type of preservice education it should be noted that this task received a low performance level rating by all groups.

Presenting a Lesson Utilizing Audio Tapes, Recordings, Radio or T.V. While no significant differences (see Appendix 27) were observed when the task was related to service area, current position, and diploma or degree held it should be noted that performance level ratings were low for all groups.

Similarly, low ratings were recorded in type of preservice education received. However, a significant difference (at .05 level) was observed when this task was related to type of preservice education received. Respondents receiving preservice noncredit workshops rated significantly lower on the task than did those receiving no preservice education and college preservice education. Respondents receiving preservice college training (other than teacher education programs) rated higher on this task than did those receiving college teacher education training.

Presenting a Lesson with Aid of Flannel Boards or Flip Charts. No significant differences (see Appendix 28) were noted when this task was related to current position, and diploma or degree held. Highly significant differences (at .01 level) were noted when both service area and type of preservice education were related to this task. Significantly lower performance ratings were reported by personnel in business and office, distributive education, technical, trade and industrial, and health service areas. Significantly higher ratings were reported by personnel in consumer and homemaking, and handicapped service areas. Respondents with preservice noncredit workshops ratings in the task were significantly lower than those receiving no preservice education. The ratings of college trained personnels were significantly higher than either those with noncredit workshops or those receiving no preservice education.

Presenting a Lesson with the Aid of a Chalk Board. When this performance task was related to current position, and diploma or degree held no significant differences (see Appendix 29) were noted. However, highly significant differences (at .01 level) were noted when related to both service area, and type of preservice area. In the service area both cooperative education, and trade and industrial rated significantly lower than the other groups, while technical, and teachers of handicapped student rated significantly higher. Those with no preservice education rated significantly lower on this task than did those with preservice noncredit workshops, while both groups rated significantly lower than did the college groups.

Directing Student Learning Laboratory Experiences. Relating this task to current position, and diploma or degree held revealed no significant differences (see Appendix 30). A highly significant difference (at .01 level) was revealed when this task was related to both service area, and type of preservice education. In the service areas of guidance, and business and office performance level ratings were significantly lower than all the other groups, while handicapped, industrial arts, technical, and consumer and

homemaking were significantly higher than all other groups. Respondents with preservice noncredit workshops education rated significantly lower on this task than did those with no preservice education, while the college preservice teacher education respondents rated significantly higher than both groups.

Conducting Visits to Students' Homes for Instructional Purposes. No significant differences (see Appendix 31) were disclosed when this performance task was related to current position, diploma or degree held, and type of preservice education of respondents. However, a highly significant difference (at .01 level) was disclosed when this task was related to service area. A significantly lower performance level rating was given by business and office, consumer and homemaking, distributive education, technical, trade and industrial, and health personnel on this task than the other service areas.

Presenting Information Through Team Teaching or Resource Persons. When this performance task was related to service area, current position, diploma or degree, and type of preservice education received, no significant differences were observed (see Appendix 32).

Providing Individualized Instruction. No significant differences were noted when current position, diploma or degree held, and type of preservice education were related to this task (see Appendix 33). However, a highly significant difference (at .01 level) was noted when this task was related to service area. Distributive education and guidance personnel performance level ratings were significantly lower than those of the other service areas. In contrast, technical and industrial arts personnel performance ratings were significantly higher.

Drawing Upon Student Experience in Presenting Instruction. When this task was related to service area, and diploma or degree held, no significant differences were revealed (see Appendix 34). However, when this task was related to type of preservice education received, a significant difference (at .05 level) was noted. Personnel receiving college preservice education rated significantly higher than either those receiving preservice noncredit workshop education, or those receiving no preservice education. In addition, when this task was related to current position, a highly significant difference (at .01 level) was observed. A significantly lower rating was given to this performance by SDVTE teacher educators than by the other groups.

Presenting Information by the Problem-Solving Method. No significant differences (see Appendix 35) were observed when this task was related to service area, current position, diploma or degree held, and type of preservice education. However, those receiving no preservice education performance ratings were considerably lower than those receiving some type of preservice education.

Presenting Information by Use of Simulated Experiences. When this performance task was related to service area, current position, diploma or degree held, and type of preservice education received, no significant differences (see Appendix 36) were noted.

Presenting Information by Use of the Project Method. Current position, diploma or degree held, and type of preservice education received when related to this performance task revealed no significant differences (see Appendix 37). However, when the task was related to service area, a significant difference (at .05 level) was revealed. Guidance, and business and office personnel's performance ratings were significantly lower than those of the other groups. In contrast, industrial arts, trade and industrial, consumer and homemaking, and technical personnel's ratings were significantly higher on this task than the other groups.

Presenting Information by Use of the Case Study Method. No significant differences (see Appendix 38) were noted when this performance task was related to service area, current position, diploma or degree held, and type of preservice education received.

Utilizing Unplanned Classroom or Shop Incidents as a Basis for Presenting Related Information. When service area, current position, diploma or degree held, and type of preservice education received were related to this performance task, no significant differences (see Appendix 39) were observed.

3. Performance Tasks Relating to Evaluation of Instruction

Evaluating Text and Reference Materials to Meet Course Objectives. Service area, current position, diploma or degree held, and type of preservice education when related to this performance task revealed no significant differences (see Appendix 40).

Establishing Evaluative Criteria for Lessons, Units or Courses. No significant differences (see Appendix 41) were observed when this performance task was related to service area, current position, and diploma or degree held.

However, a significant difference (at .05 level) was observed when type of preservice education was related to this task. Respondents receiving preservice teacher education in colleges performance level ratings were significantly higher than the other groups.

Selecting Measures Appropriate to Evaluative Criteria. When this task was related to service area, current position, and diploma or degree held, no significant differences (see Appendix 42) were determined. While the relation of this task to type of preservice education resulted in a significant difference (at .05 level) being shown. Those receiving preservice teacher education in colleges were significantly higher in performance ratings than the other groups. Contrastly, those receiving preservice noncredit workshops performance ratings were lower than the other groups (including those not receiving preservice education).

Formulating Valid Test Questions. Service area, current position, and diploma or degree held when related to this performance task revealed no significant differences (see Appendix 43). However, when type of preservice education was related to the task a significant difference (at .05 level) was observed. Respondents receiving preservice education in college teacher education programs performance level ratings were significantly higher than were the other groups. Little difference was noted on this task between those receiving no preservice education and those receiving preservice education through noncredit workshops.

Formulating a System of Grading. No significant differences (see Appendix 44) were noted when this task was related to current position, diploma or degree held, and type of preservice education received. A significant difference (at .05 level) was observable when the task was related to service area. Teachers of handicapped students, and technical teachers' performance level ratings were significantly higher than the other groups. While personnel in the health, guidance, and distributive education service areas performance level ratings were significantly lower than the other groups.

Evaluating Students' Progress in Class, Home and Laboratory Assignments. None of the four categories (service area, current position, diploma or degree held, and type of preservice education received) when related to this performance task indicated significant differences (see Appendix 45).

Evaluating Own Teaching Methods and Techniques. No significant differences (see Appendix 46) were noted when

this task was related to service area, current position, and diploma or degree held. However, when the task was related to type of preservice education a significant difference (at .05 level) was noted. Performance level ratings for respondents receiving college (teacher education programs) preservice education were significantly higher than the other groups while those receiving preservice noncredit workshops performance level ratings were significantly lower than the other groups (including those receiving no preservice education).

Interpreting Evaluation Data for Students and Parents. When this task was related to service area, current position, diploma or degree, and type of preservice education, no significant differences were found (see Appendix 47).

Establishing Criteria and Methods for Classroom or Shop Laboratory Performance. The categories of service area, current position, and highest diploma or degree held indicated no significant differences when related to this performance task. However, a significant difference (at .05 level) was found when this task was assessed in relation to type of preservice education (see Appendix 48). It was noted that the ratings of those respondents receiving no preservice education and those receiving noncredit workshops were significantly lower than those of college trained (teacher education) personnel.

Evaluating Standardized Test Results. No significant differences were found when service area, diploma or degree held, or type of preservice education received was related to this task. A significant difference (at .05 level was found when this task was related to current position (see Appendix 49). Ratings of vocational teachers and directors on this performance task were significantly higher than all other groups.

4. Performance Tasks Relating to Guidance

Presenting Occupational Information. Service area, diploma or degree held, and type of preservice education when assessed in relation to this task indicated no significant differences (see Appendix 50). However, when the task was related to current position a significant difference (at .05 level) was noted. Teacher educators (both SDVTE and institutional) and supervisors' ratings of this performance task were significantly lower than the other groups.

Developing Student Selection Criteria. Relating service area, current position and diploma or degree held to this performance task revealed no significant differences (see

Appendix 51). When the task was related to type of preservice education received a significant difference (at .05 level) was revealed. Respondents receiving preservice noncredit workshops performance levels were rated significantly lower than the other groups (including those receiving no preservice education).

Interviewing Students and Parents. None of the four categories (service area, current position, diploma or degree held, or type of preservice education received) were found to have significant differences when assessed in relation to this performance task (see Appendix 52).

Counseling Students. All four categories (service area, current position, diploma or degree held, and type of preservice education received) indicated no significant differences when assessed in relation to this performance task (see Appendix 53).

Interpreting Student Cumulative Records. No significant differences in service area, current position, diploma or degree held, or type of preservice education received were observed when related to this performance task (see Appendix 54).

Assisting Students with Personal, Social, and Scholastic Problems. When related to this task, none of the four categories (service area, current position, diploma or degree held, or type of preservice education received) revealed significant differences (see Appendix 55).

Making Recommendations for Employment of Students. When this performance task was assessed in relation to service area, current position, diploma or degree held, and type of preservice education received, no significant differences were noted (see Appendix 56).

Collecting Relevant Student Data. None of the four categories (service area, current position, diploma or degree held, or type of preservice education received) indicated significant differences (see Appendix 57) when related to this performance task.

5. Performance Tasks Relating to Management

Determining Supply Materials, Equipment, and Facility Needs. Three of the categories (service area, diploma or degree held, and type of preservice education received) indicated no significant differences when related to this performance task (see Appendix 58). However, current position, when related to the same task revealed a highly significant

difference (at .01 level). Ratings of SDVTE supervisors and teacher educators, were significantly lower when compared to the other groups.

Preparing Requisitions for Supplies, Tools, Materials, and Equipment. No significant differences were found when the four categories (service area, current position, diploma or degree held, or type of preservice education received) were related to this performance task (see Appendix 59).

Maintaining Inventory of Supplies, Materials, and Equipment. When this task was related to service area, diploma or degree held, and type of preservice education received no significant differences were observed (see Appendix 60). However, when the task was related to current position, a highly significant difference (at .01 level) was observed. Performance level ratings given by supervisors were significantly lower than the other groups.

Maintaining Tools and Equipment. The categories of service area, current position, diploma or degree held, and type of preservice education received indicated no significant differences when related to this performance task (see Appendix 61).

Development and Implementation of Safety Procedures. No significant differences were observed when current position, diploma or degree held, and type of preservice education received were related to this performance task (see Appendix 62). A highly significant difference (at .01 level) was observed when the task was related to service area. Personnel in guidance and distributive education areas ratings were significantly lower than the other groups.

Planning a Budget for Supplies, Materials and Equipment. Service area, current position, diploma or degree held, and type of preservice education received revealed no significant differences when related to this performance task (see Appendix 63).

Preparing and Submitting Local and State Reports and Other Information. No significant differences were found when service area, current position, diploma or degree held, or type of preservice education received were related to this performance task (see Appendix 64).

Development and Maintenance of Placement and Follow-Up Records. None of the four categories (service area, current position, diploma or degree held, or type of preservice education received) indicated significant differences when related to this performance task (see Appendix 65).

Maximizing the Use of Students' Time and Equipment (Scheduling). When the four categories (service area, current position, diploma or degree held, and type of preservice education received) were assessed in relation to this performance task, no significant differences were found (see Appendix 66).

Establishing Detailed Procedures and Regulations for Laboratory and Classroom Activities. Current position, diploma or degree held, and type of preservice education received when related to this performance task indicated no significant differences (see Appendix 67). However, when related to service area a significant difference (at .05 level) was observed. Personnel in the guidance and distributive education areas ratings were significantly lower than the other groups. In contrast, teachers of handicapped students, technical, and occupational orientation personnel ratings were significantly higher than the other groups.

Providing "Correct" Disciplinary Action. No significant differences were observed when this performance task was related to service area, current position, diploma or degree held, or type of preservice education received (see Appendix 68).

6. Performance Tasks Relating to Public and Human Relations

Development and Maintenance of Good Professional Working Relationships with Other Teachers and Administrators. When this task was related to service area, current position, diploma or degree held, and type of preservice education received no significant differences were noted (see Appendix 69).

Development and Maintenance of Good Communication with the Community. The categories of service area, current position and diploma or degree held indicated no significant differences when related to this performance task (see Appendix 70). However, type of preservice education received indicated a significant difference (at .05 level) when related to this performance task. Perceptions of respondents receiving no preservice education were significantly lower than the other groups. Conversely, respondents who had received college teacher education preservice education ratings were higher than the other groups responding to the same performance task.

Development and Maintenance of Good Working Relationships with Agencies in the Community. No significant differences were observed when this performance task was related to

service area, current position, diploma or degree held, and type of preservice education received (see Appendix 71).

Keeping the Community Informed Concerning Program Activities. No significant differences in service area, current position, diploma or degree held, or type of preservice education received were indicated when related to this performance task (see Appendix 72).

Development and Maintenance of Good Relationships with Unions, Councils, Committees, Business and Professional Associations. None of the four categories (service area, current position, diploma or degree held, or type of preservice education received) revealed significant differences when related to this performance task (see Appendix 73).

Establishing and Maintaining Rapport with Students and Parents. Service area, current position, and diploma or degree held when related to this performance task indicated no significant differences (see Appendix 74). However, when type of preservice education received was related to this task, a significant difference (at .05 level) was observed. Respondents receiving preservice education in colleges ratings were significantly higher than the other groups.

7. Performance Tasks Relating to a Professional Role

Participation in Professional Organizations. When service area, current position, diploma or degree held, and type of preservice education were related to this performance task no significant differences were found (see Appendix 75).

Participating and Contributing to Research Studies and Professional Literature. No significant differences were found when this performance task was related to service area, diploma or degree held, and type of preservice education (see Appendix 76). However, when the task was related to current position held a significant difference (at .05 level) was observed. Teacher educators (both institutional and SDVTE) ratings were significantly lower than the other groups on the task rating. Of all groups responding, vocational teachers ratings were highest.

Keeping Abreast of Current and Technical Information. Current position, diploma or degree held, and type of preservice education received when related to this performance task revealed no significant differences (see Appendix 77). However, when service area was related to this task a significant difference (at .05 level) was noted. Guidance personnel ratings on this task were

significantly lower than the other service areas. In contrast, technical personnel ratings were significantly higher than the other service areas.

Development and Maintenance of Expertise in Occupational Specialty. No significant differences were observed when this performance task was related to service area, current position, diploma or degree held, or type of preservice education received (see Appendix 78).

Participating in Planned Professional Improvement Activities. When service area, current position, diploma or degree held, and type of preservice education received were related to this performance task no significant differences were observed (see Appendix 79).

Securing and Leaving a Position in a Professional Manner. No significant differences were observed when service area, current position, and diploma or degree held were related to this task (see Appendix 80). A significant difference (at .05 level) was observed when type of preservice education received was related to this task. Respondents receiving preservice education at colleges ratings were significantly higher than the other groups on this performance task.

Exhibiting Behavior Appropriate to Teaching Role. Service area, current position, and diploma or degree held when related to this performance task revealed no significant differences (see Appendix 81). However, when type of preservice education received was related to this task a highly significant difference (at .01 level) was indicated. Respondents receiving no preservice education ratings were significantly lower than the other groups. Respondents receiving preservice education at colleges ratings were significantly higher than the other groups.

8. Performance Tasks Relating to Student Vocational Organizations.

Organizing, Promoting and Supporting Student Organizations. When service area, diploma or degree held, and type of preservice education received were related to this performance task no significant differences were noted (see Appendix 82). However, when current position was related to this task a highly significant difference (at .01 level) was observed. Ratings by SDVTE teacher educators on this task were significantly lower than the other groups, while ratings by teachers and vocational directors were significantly higher than the other groups.

Developing a Yearly Program of Work in Student Organizations. No significant differences were observed when this performance task was related to service area, current position, diploma or degree held, or type of preservice education received (see Appendix 83).

Sponsoring and Supervising Organization Activities. When respondent's current position, diploma or degree held, or type of preservice education received were related to this performance task no significant differences were revealed (see Appendix 84). However, when service area was related to this task a significant difference (at .05 level) was observed. Teachers of handicapped students, agriculture and occupational orientation ratings were significantly higher on this task than the other service areas. In contrast, both technical and health respondents ratings were significantly lower than the other service areas on this task.

Stimulating Participation in District, State, Regional and National Meetings and Contests. Respondents current position, diploma or degree held, and type of preservice education received when related to this task indicated no significant differences (see Appendix 85). When service area was related to this task a significant difference (at .05 level) was indicated. Technical and health respondents ratings were significantly lower than the other groups. Respondents ratings in the areas of handicapped, agriculture, and distributive education were significantly higher than the other groups.

Development and Maintenance of the Student Vocational Organization Program as an Integral Part of the Instructional Program. When current position, and diploma or degree held, were related to this task no significant differences were observed (see Appendix 86). However, service area and type of preservice education received when related to this task indicated significant differences (at .05 level). In the service area, personnel in health and technical ratings on this task were significantly lower than the other groups. While handicapped, agriculture and guidance groups were significantly higher than the other groups. Respondents receiving no preservice education ratings were significantly higher on this task than all other groups. Contrastly, respondents receiving preservice education through noncredit workshops ratings were significantly lower than the other groups.

Evaluating the Student Organization Program. No significant differences were observed when this performance task was related to service area, current position, diploma or degree

held, and type of preservice education received (see Appendix 87).

Establishing Policies and Procedures for Student Organizations. Current position of respondents, diploma or degree held, and type of preservice education received when related to this performance task indicated no significant differences (see Appendix 88). However, when this task was related to service area a significant difference (at .05 level) was noted. Health and technical personnels' ratings were significantly lower than the other groups. In contrast, the handicapped, agriculture, and occupational orientation service areas were significantly higher than the other service areas.

9. Performance Tasks Relating to Coordination.

Conducting a Community Survey. When current position, diploma or degree held, and type of preservice education received were related to this performance task no significant differences were observed (see Appendix 89). However, when the task was related to service area a significant difference (at .05 level) was observed. Personnel in agriculture, distributive education and occupational orientation ratings on this task were significantly higher than the other groups. In contrast, personnel in health, and consumer and homemaking ratings were significantly lower than the other groups.

Maintaining a Current File on Jobs and Employers. Relating this task to current position, diploma or degree held, and type of preservice education received revealed no significant differences (see Appendix 90). A highly significant difference (at .01 level) was revealed when this task was related to service area. Personnel in health and the handicapped service areas ratings were significantly lower than the other groups.

Selecting Training Stations or Experiences. Current position, diploma or degree held, and type of preservice education received when related to this task indicated no significant differences (see Appendix 91). However, service area when related to this task indicated a highly significant difference (at .01 level). Personnel in cooperative, and distributive education ratings on this performance task were significantly higher than the other group. Whereas, personnel in consumer and homemaking and health ratings were significantly lower than the other groups.

Developing Training or Experience Agreements. When current position, diploma or degree held and type of preservice education received were related to this performance task no significant differences were revealed (see Appendix 92). A highly significant difference (at .01 level) was revealed when this task was related to service area. Cooperative education, and health personnel ratings were significantly lower than the other groups.

Establishing Policy and Procedures for On-the-Job Training. No significant differences were observed when this task was related to current position, diploma or degree held, and type of preservice education received (see Appendix 93). However, when this task was related to service area a highly significant difference (at .01 level) was observed. Personnel in the consumer and homemaking and health service areas ratings were significantly lower than the other groups. Personnel working in cooperative education and with the disadvantaged ratings were significantly higher than the other groups.

Supervising Student - Learner's Performance. Current position, diploma or degree held, and type of preservice education received when related to this task indicated no significant differences (see Appendix 94). A highly significant difference (at .01 level) was observed when service area was related to this task. Cooperative education personnel's ratings were significantly higher on this task than were the other groups. Personnel in the consumer and homemaking and service areas ratings were significantly lower than the other groups.

IV. SUMMARY

A. Characteristics of Vocational Personnel Included in the Study

Approximately 43 percent of the respondents included in the study were in trade and industry, or in home economics service areas. Approximately 37 percent of the respondents were in the agriculture, cooperative, industrial arts, occupational orientation, or health area. Small percentages (less than 5 percent) of the respondents were in each of the service areas of distributive education, guidance, handicapped education, and technical education.

Seventy-four percent of the respondents were vocational or technical teachers. The other 26 percent of the respondents were local vocational directors, state level supervisors, institutional or state level teacher educators, or held other positions in vocational education.

The educational level of respondents ranged from the G.E.D. certificate to the doctoral degree. Twenty-eight percent of the respondents did not hold a baccalaureate degree and 5 percent held specialist's or doctoral degrees.

Only 2 percent of the respondents did not receive some type of preservice education before entering teaching. Eighty-four percent of the respondents received some preservice education at colleges and universities.

B. Overall Appraisal of Performance Tasks

To aid the reader in interpreting the following summary, the rating scale utilized is defined as follows:

Level 5: Competent Performance: Able to demonstrate desired task performance INDEPENDENT OF DIRECTION or assistance of others.

Level 4: Capable Performance: Able to demonstrate desired task performance when PROVIDED SOME DIRECTION or assistance.

Level 3: Adequate Performance: Able to demonstrate desired task performance when PROVIDED CONSIDERABLE DIRECTION or assistance.

Level 2: Acceptable Performance: Able to demonstrate desired task performance when PROVIDED CONSTANT DIRECTION or assistance.

Level 1: Inadequate Performance: UNABLE to demonstrate the desired task at the most elementary level EVEN WHEN PROVIDED CONSTANT DIRECTION or assistance.

Level 0: No Training in Task Area: Area was not included in preservice education program.

An overall mean of 3.84 was recorded for the eight performance tasks relating to planning of instruction. Tasks receiving the lowest ratings were those requiring activities "outside" the normal school setting such as: (a) determining out-of-school learning experiences; and (b) organizing and working with advisory councils. Only one task was reported as being performed at the capable (4.0) level.

The 31 performance tasks relating to the execution of instruction showed an overall mean of 3.72 which approached the capable level. Twelve of the performance tasks were rated at or above the capable level (4.0 and above), and 16 were rated at the adequate to capable levels (3.0 to 3.99). Only three performance tasks (presenting a lesson utilizing video-tapes; presenting a lesson utilizing audio tapes, recording, radio and TV; and conducting visits to students homes for instructional purposes) were rated as being performed below the adequate level (less than 3.0).

On the ten items relating to evaluation of instruction performance tasks an overall mean of 3.76 was recorded. The task of evaluating standardized test results was rated lowest of all the tasks listed in this section. The tasks of formulating a grading system and evaluating students' progress were rated highest.

Ratings on guidance-related performance tasks ranged from a mean of 3.32 to 3.64. An overall mean of 3.47 was recorded, which was approximately midway between the adequate and capable levels.

Performance tasks related to management received an overall mean rating of 3.71. The tasks of maintaining tools and equipment, and developing safety procedures received the highest ratings of the eleven tasks. The tasks receiving the lowest ratings were maintaining placement and follow-up records, and preparing and submitting local and state reports.

The six performance tasks related to public and human relations received an overall mean rating of 3.91, which approached the capable level. The highest rating (4.34) was given to developing and maintaining professional working relationships with other teachers and administrators. The lowest rating (3.32) was received by the task relating to keeping the community informed concerning program activities (by use of newspapers, radio, TV, etc.).

For the seven performance tasks related to the professional role an overall mean of 3.86 was recorded which was approaching the capable level. The lowest rating (3.11) of the tasks in this section was received for participation and contribution to research studies and professional literature.

Performance tasks relating to student vocational organizations received an overall mean rating of 3.48 which was approximately midway between the adequate and capable levels. The task receiving the highest rating (3.69) was that of developing a yearly program of work for the organization. Lowest ratings were received for tasks which stimulated participation in meetings and contests, evaluating the organizational program, and establishing policies and procedures for the organizations.

Tasks related to program coordination received the lowest rating of any of the nine task areas. An overall mean of 2.94 (below the adequate level) was recorded. Only one task out of six (supervising student-learners) received a performance rating (3.31) above the adequate level. Such tasks as conducting a community survey, maintaining files of jobs and employers, selecting training stations, developing training agreements, and establishing policies and procedures for on-the-job training were rated below the adequate levels.

The 94 tasks which respondents assessed were divided into nine specific groups according to their relationship. Overall means and ranks were determined on these specific groups. The rank and ratings for the task groups were: (1) Public and Human Relations (3.91); (2) Planning of Instruction (3.84); (3) Evaluation of Instruction (3.76); (4) Execution of Instruction (3.72); (5) Management (3.71); (6) Student Vocational Organizations (3.84); (7) Guidance (3.47); (8) Professional Roles (3.43); and (9) Program Coordination (2.94). Only one group (Program Coordination) was assessed at below the adequate level.

C. Group Perceptions of Preservice Performance Task Development

In order to aid the reader in the interpretation of data relating to service areas, current position, diploma or degree held, and type of preservice education the following summary was developed. In the summary those performance tasks receiving ratings significantly higher than the universal means were rated as high (H). Those tasks receiving ratings in a range around the universal means were termed medium (M), while those tasks receiving ratings significantly lower than the means were termed low (L).

Service Area

Of the 94 performance tasks rated by agriculture personnel, 32 tasks were rated high, 44 medium and 18 low (See Table XI). In the area

Table XI. Respondent's Perceptions of Preservice Performance Task Development by Service Area

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking Education	Cooperative Education	Disadvantaged Education	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
A. PLANNING OF INSTRUCTION (Overall Mean of 3.84)														
1. Determine student needs and goals.	M	M	M	M	M	M	L	M	M	M	H	M	M	
2. Formulate objectives for lessons, units, and/or courses.	H	M	H	M	M	M	M	M	M	H	M	M	M	
3. Select and develop instructional content for a course.	M	M	M	M	M	L	M	M	M	M	M	M	M	
4. Select and develop instructional content for a lesson.	M	L	M	M	M	L	M	M	M	M	M	L	M	
5. Select instructional media and aids for a lesson.	M	M	M	M	M	L	M	H	M	H	H	M	L	
6. Develop instructional materials (information sheets, transparencies, bulletin board materials, etc.)	M	M	M	L	M	M	L	H	M	M	H	M	L	
7. Determine out-of-school learning experiences for students.	L	M	M	M	L	L	M	H	M	M	H	M	M	
8. Organize and work with an advisory committee.	M	M	L	M	M	L	M	M	M	M	M	L	M	
B. EXECUTION OF INSTRUCTION (Overall Mean of 3.72)														
9. Introduce a lesson.	M	M	H	M	H	L	H	L	M	M	H	M	M	
10. Direct a group discussion.	H	M	H	H	H	H	M	H	H	H	H	H	H	
11. Conduct a field trip.	H	M	M	M	H	H	M	H	M	H	H	M	L	
12. Direct a student manipulative skill demonstration.	H	H	H	M	H	M	M	H	H	H	H	H	H	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking Education	Cooperative Education	Disadvantaged Education	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
13. Demonstrate a manipulative skill.	H	H	H	M	H	M	H	H	H	H	H	H	H	
14. Present an idea or concept.	M	M	M	L	H	M	L	H	H	H	H	L	L	
15. Give a lecture.	M	M	H	L	M	M	L	H	H	H	H	L	L	
16. Give an illustrated talk.	L	M	M	L	M	L	L	H	M	H	H	L	L	
17. Employ the oral questioning technique.	M	M	M	L	L	L	M	H	H	H	H	L	L	
18. Reinforce learning.	M	H	H	L	H	L	H	H	H	H	H	M	H	
19. Develop standards for student attainment.	L	H	M	L	L	L	H	M	M	H	H	L	L	
20. Obtain proper ending for a lesson.	L	L	M	L	H	L	I	M	M	H	H	M	M	
21. Reproduce instructional materials. (duplicator, mimeograph, photocopier, transparencies, etc.)	L	H	L	L	M	M	L	H	M	H	H	L	L	
22. Set up display of materials for instructional purposes.	M	H	H	M	H	L	L	H	H	H	H	H	M	
23. Present a lesson utilizing an overhead or opaque projector.	H	M	H	H	M	M	L	H	H	H	H	M	L	
24. Present a lesson utilizing filmstrips or slides.	H	M	H	M	M	M	M	H	H	H	H	M	M	
25. Present a lesson utilizing a motion picture.	H	L	M	M	M	M	L	H	M	H	H	L	L	
26. Present a lesson utilizing videotape.	L	L	L	L	L	L	M	L	L	L	L	L	L	
27. Present a lesson utilizing audio tape, recordings, radio and/or TV.	L	L	L	M	L	L	L	L	L	L	L	L	L	

Table XI. (continued)

	PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking	Cooperative Education	Disadvantaged	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
28.	Present a lesson with the aid of a flannel board and/or flip chart.	M	L	H	L	L	L	L	H	M	L	L	L	L	
29.	Present a lesson with the aid of a chalkboard.	M	M	M	M	M	M	M	M	M	M	M	M	M	
30.	Direct student learning laboratory experiences.	M	M	H	M	M	L	L	H	H	M	H	M	H	
31.	Conduct visits to students' homes for instructional purposes.	H	L	L	L	M	L	M	L	H	M	L	L	L	
32.	Present information through team teaching and/or resource persons.	L	L	L	L	L	L	L	M	L	L	L	L	L	
33.	Provide individualized instruction for students.	H	M	M	H	H	L	L	H	H	H	H	M	M	
34.	Draw upon student experience in presenting instruction.	M	L	M	M	M	L	M	H	M	M	H	L	L	
35.	Present information by use of the problem-solving method.	L	L	L	L	L	L	L	H	M	M	H	M	L	
36.	Present information by use of simulated experiences.	M	L	M	M	H	M	H	H	H	H	H	L	H	
37.	Present information by use of the project method.	M	L	H	M	H	M	L	H	H	M	H	H	M	
38.	Present information by use of the case study method.	L	L	M	M	L	L	L	H	M	M	H	H	H	
39.	Utilizing unplanned classroom or shop incident as a basis for presenting related information.	M	M	M	M	M	L	H	H	H	H	H	M	L	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking	Cooperative Education	Disadvantaged	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
C. EVALUATION OF INSTRUCTION (Overall Mean of 3.76)														
40. Evaluate text and reference materials to meet course objectives.	M	M	M	M	M	L	L	H	M	M	H	M	L	
41. Establish evaluative criteria for lessons, units, or courses.	M	M	M	M	L	L	M	H	M	M	H	L	L	
42. Select measures appropriate to evaluative criteria.	L	L	M	L	L	L	L	M	L	M	M	L	L	
43. Formulate valid test questions.	M	M	M	M	M	M	L	H	M	M	H	M	L	
44. Formulate a system of grading consistent with school policy.	M	M	M	M	L	L	L	H	H	M	H	L	L	
45. Evaluate student's progress in class, home, and laboratory assignments.	H	H	H	H	H	L	M	H	H	H	H	M	H	
46. Evaluate own teaching methods and techniques.	M	M	M	L	M	L	L	H	M	M	M	L	L	
47. Interpret evaluation data for students and for parents.	M	M	M	M	M	L	L	M	H	H	H	M	M	
48. Establish criteria and methods for classroom or shop laboratory performance.	M	M	M	M	M	L	L	H	H	H	H	M	M	
49. Evaluate standardized test results.	L	M	L	L	L	L	M	H	M	M	M	L	L	
D. GUIDANCE (Overall Mean of 3.47)														
50. Present occupational information.	L	L	L	M	M	M	M	H	M	H	M	H	M	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking	Cooperative Education	Disadvantaged	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
51. Develop student selection criteria.	M	L	L	M	M	M	L	H	M	M	M	M	L	
52. Interview students and parents.	H	M	M	H	M	M	H	H	M	H	H	M	H	
53. Counsel students.	M	M	M	H	M	M	H	H	M	H	H	M	M	
54. Interpret student cumulative records.	L	L	M	M	M	L	H	H	M	M	M	L	L	
55. Assist students with personal, social, and scholastic problems.	M	M	M	H	M	M	H	H	M	H	M	M	L	
56. Make recommendations for employment of students.	H	M	M	H	M	H	H	H	M	H	H	H	M	
57. Collect relevant student data.	M	M	M	M	M	M	H	M	M	M	M	M	M	
E. MANAGEMENT (Overall Mean of 3.71)														
58. Determine supply, materials, equipment, and facility needs.	M	L	M	M	H	L	L	H	M	M	M	M	L	
59. Prepare requisitions for supplies, tools, materials, and equipment.	M	H	H	M	H	L	M	H	H	H	H	H	L	
60. Maintain inventory of supplies, materials, and equipment.	M	H	H	M	H	L	L	M	H	H	H	H	L	
61. Maintain tools and equipment.	H	M	H	H	H	M	L	H	H	H	H	H	L	
62. Develop and implement safety procedures.	M	M	H	M	H	L	L	H	H	H	H	H	M	
63. Plan a budget for supplies, materials, and equipment.	L	M	M	M	M	L	M	H	H	H	M	M	L	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking Education	Cooperative Education	Disadvantaged Education	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
64. Prepare and submit local and state reports and other information.	M	M	M	M	M	M	H	H	L	H	M	L	L	
65. Develop and maintain placement and follow-up records.	L	L	L	M	M	L	L	H	L	L	M	M	L	
66. Maximize the use of students' time and equipment (scheduling).	H	H	M	M	H	L	L	H	H	H	H	M	M	
67. Establish detailed procedures and regulations for laboratory and classroom activities.	H	M	H	H	M	L	L	H	H	H	H	H	M	
68. Provide "correct" disciplinary action.	L	L	L	L	L	L	L	M	L	L	L	L	L	
F. PUBLIC AND HUMAN RELATIONS (Overall mean of 3.91)														
69. Develop and maintain good professional working relationships with other teachers and administrators.	M	M	M	M	M	M	M	M	M	M	M	M	M	
70. Develop and maintain good communication with the community.	M	L	L	L	L	L	L	H	M	L	L	L	L	
71. Develop and maintain good working relationships with agencies in the community.	M	L	L	L	L	M	L	H	L	L	L	L	L	
72. Keep the community informed concerning program activities (newspapers, radio, TV, etc.)	L	L	L	L	L	M	L	M	L	L	L	L	L	
73. Develop and maintain good relationships with unions, councils, committees, business and professional associations.	M	L	L	L	M	L	L	H	L	L	L	M	L	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking	Cooperative Education	Disadvantaged	Distributive Education	Guidance	Handicapped	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
74. Establish and maintain rapport with students and parents.	M	L	M	L	L	L	M	H	L	M	L	L	L	
G. PROFESSIONAL ROLE (Overall Mean of 3.43)														
75. Participate in professional organization activities.	M	M	M	L	M	M	L	H	M	M	L	M	M	
76. Participate and contribute to research studies and professional literature.	M	M	L	L	M	M	L	H	M	L	L	L	I	
77. Keep abreast of current and new professional and technical information.	M	M	H	M	L	M	L	H	H	H	H	M	M	
78. Develop and maintain expertise in occupational specialty.	H	H	M	M	M	M	M	L	H	H	H	H	M	
79. Participate in planned professional improvement activities (continuing education, inservice workshops, meetings, etc.)	H	H	M	M	H	M	M	H	H	H	H	M	M	
80. Secure and leave a position in a professional manner.	H	H	H	H	H	M	L	H	H	H	H	H	H	
81. Exhibit behavior appropriate to teaching role.	H	H	H	H	H	M	L	H	H	H	H	M	M	
H. STUDENT VOCATIONAL ORGANIZATIONS (overall Mean of 3.48)														
82. Organize, promote, and support organizations.	H	L	M	M	M	H	M	H	H	H	L	L	M	
83. Develop a yearly program of work.	H	L	M	L	M	M	M	H	H	H	L	M	M	

Table XI. (continued)

PERFORMANCE TASKS	Agriculture	Business & Office	Consumer & Homemaking	Cooperative Education	Disadvantaged	Distributive Education	Guidance*	Handicapped*	Industrial Arts	Occupational Orientation	Technical	Trade & Industrial	Health	
84. Sponsor and supervise organization activities.	H	M	H	M	M	H	H	H	H	H	L	L	L	
85. Stimulate participation in district, state, regional, and national meetings and contests.	H	L	M	L	L	H	M	H	M	H	L	L	L	
86. Develop and maintain the student vocational organization program as an integral part of the instructional program.	H	M	M	M	H	H	H	H	H	H	L	M	L	
87. Evaluate the student organization program.	H	M	M	L	M	M	H	H	M	H	L	M	L	
88. Establish policy and procedures for student organizations.	H	L	M	L	M	M	M	H	M	H	L	L	L	
I. COORDINATION (Overall Mean of 2.94)														
89. Conduct a community survey.	H	M	M	H	H	H	M	M	M	H	M	M	L	
90. Maintain a current file of jobs and employers.	M	M	L	H	H	H	H	M	M	H	H	M	L	
91. Select training stations or experiences.	H	H	L	H	H	H	H	M	M	H	H	H	L	
92. Develop training or experience agreements.	H	H	H	L	H	H	H	H	L	M	H	H	L	
93. Establish policy and procedures for on-the-job training.	H	H	L	H	H	H	H	L	H	H	H	H	L	
94. Supervise student-learner's performance.	H	H	L	H	H	H	M	M	H	H	H	H	M	

*Group contained less than 15.

of business and office 18 tasks were rated high, 46 medium and 30 low. Consumer and homemaking personnel rated 23 tasks high, 50 medium and 21 low. Personnel in the area of cooperative education rated 17 tasks high, 47 medium and 30 low. In the disadvantaged area 29 tasks were rated high, 45 medium and 20 were rated low. Distributive education personnel rated 13 tasks high, 24 medium and 47 low. In the area of guidance 20 performance tasks were rated high, 31 medium and 43 were rated low. Personnel in the handicapped service area rated 68 tasks high, 19 medium and only seven low. Industrial arts personnel rated 39 tasks high, 43 medium and 12 low. In the occupational orientation service area personnel rated 54 tasks high, 20 medium and 20 low. Personnel in trade and industrial rated 19 tasks high, 42 medium and 33 tasks low. In the health education service area personnel rated 10 tasks high, 31 medium and 53 were rated low.

Current Position

Vocational teachers and local directors rated 90 performance tasks high as compared with other groups in this category, four medium and none low (See Table XII). State level supervisors rated 10 tasks high, 49 medium and 35 low. Six performance tasks were rated high, 19 medium and 69 low by teacher educators in the State Division of Vocational-Technical Education. Institutional teacher educators rated 19 tasks high, 64 medium, and 16 low.

Diploma or Degree Held

Personnel with the G.E.D. certificate rated 15 performance tasks high, as compared with other groups in this category, 30 medium and 49 low. (See Table XII). Those respondents with high school diplomas as the highest level of education rated 26 tasks high, 52 medium and 16 low. Persons with associate or arts or science degrees rated three tasks high, 77 medium and 14 low. Individuals with baccalaureate degrees rated only one task high, 79 medium and 14 low. In the Master's degree category three tasks were rated high, 83 medium and 8 low. Persons with Specialist's degrees rated 69 tasks high, six medium, and 17 low. On the doctoral level 19 tasks were rated high, 52 medium and 23 low.

Type of Preservice Education Received

Personnel receiving preservice education through non-credit workshops rated 47 tasks medium and 47 low, while rating none high (See Table XII). Persons with college preservice education rated 80 tasks high, 14 medium and none low as compared to the other groups in this category. Individuals receiving no preservice education before entering teaching rated 21 tasks high, 32 medium, and 41 low.

Table XII. Respondent's Perception of Preservice Performance Task Development by Current Position, Highest Diploma or Degree Held, and Type of Preservice Education

PERFORMANCE TASKS	CURRENT POSITION				HIGHEST DIPLOMA OR DEGREE							TYPE OF PRESERVICE EDUCATION			
	Teacher or Director	SDVTE Supervisor	SDVTE Teacher Educator	Institutional Teacher Educator	G.E.D.	High School Diploma	A.A. or A.S. Degree	Baccalaureate Degree	Master's Degree	Specialist's Degree	Doctor's Degree	Noncredit Workshop	College	No Preservice Education	
A. PLANNING OF INSTRUCTION															
1. Determine student needs and goals.	H	L	M	M	H	M	L	M	M	H	M	L	H	H	
2. Formulate objectives for lessons, units, and/or courses.	H	L	L	M	L	H	M	M	M	H	M	L	H	M	
3. Select and develop instructional content for a course.	H	L	L	M	H	M	M	M	M	L	M	L	H	L	
4. Select and develop instructional content for a lesson.	H	L	L	M	M	M	M	M	M	L	L	M	H	L	
5. Select instructional media and aids for a lesson.	H	L	L	M	H	M	H	M	M	L	L	M	H	L	
6. Develop instructional materials (information sheets, transparencies, bulletin board materials, etc.)	H	L	L	M	H	M	M	M	M	H	L	M	H	L	
7. Determine out-of-school learning experiences for students.	H	M	L	L	M	L	M	M	M	H	M	L	H	L	
8. Organize and work with an advisory committee.	H	M	L	L	H	L	M	L	M	H	M	M	H	L	
B. EXECUTION OF INSTRUCTION															
9. Introduce a lesson.	H	M	L	M	H	M	M	M	M	M	L	M	H	L	
10. Direct a group discussion.	H	M	L	M	H	M	M	M	M	H	M	M	H	L	
11. Conduct a field trip.	H	M	M	M	H	H	M	M	M	H	L	M	H	L	

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION				HIGHEST DIPLOMA OR DEGREE							TYPE OF PRESERVICE EDUCATION		
	Teacher or Director	SDVTE Supervisor	SDVTE Teacher Educator	Institutional Teacher Educator	G.E.D.	High School Diploma	A.A. or A.S. Degree	Baccalaureate Degree	Master's Degree	Specialist's Degree	Doctor's Degree	Noncredit Workshop	College	No Preservice Education
12. Direct a student manipulative skill demonstration.	H	M	L	M	M	M	M	H	M	L	H	M	H	L
13. Demonstrate a manipulative skill.	H	M	H	M	L	M	M	M	M	H	M	M	H	M
14. Present an idea or concept.	H	M	L	M	H	H	M	M	M	L	M	M	H	L
15. Give a lecture.	H	M	L	L	M	H	M	L	M	L	H	M	H	L
16. Give an illustrated talk.	H	M	L	M	M	M	M	M	M	L	H	M	H	L
17. Employ the oral questioning technique.	H	M	L	L	M	H	M	M	M	L	M	M	H	L
18. Reinforce learning.	H	M	L	M	M	M	M	L	M	H	M	M	H	L
19. Develop standards for student attainment.	H	M	L	M	M	H	L	M	M	H	M	M	H	L
20. Obtain proper ending for a lesson.	H	M	L	H	M	M	M	M	H	H	L	M	H	L
21. Reproduce instructional materials. (duplicator, mimeograph, photocopier, transparencies, etc.)	H	M	L	M	H	M	L	L	L	L	M	L	H	M
22. Set up display of materials for instructional purposes.	H	M	H	L	M	L	L	L	M	H	M	L	H	M
23. Present a lesson utilizing an overhead or opaque projector.	H	L	M	M	M	M	L	L	L	H	M	M	H	L
24. Present a lesson utilizing filmstrips or slides.	H	M	L	M	L	H	M	M	L	H	M	L	H	L
25. Present a lesson utilizing a motion picture.	H	L	M	M	M	M	M	M	L	H	M	L	H	M

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	CURRENT POSITION: SDVTE Supervisor	CURRENT POSITION: SDVTE Teacher Educator	CURRENT POSITION: Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	HIGHEST DIPLOMA OR DEGREE: High School Diploma	HIGHEST DIPLOMA OR DEGREE: A.A. or A.S. Degree	HIGHEST DIPLOMA OR DEGREE: Baccalaureate Degree	HIGHEST DIPLOMA OR DEGREE: Master's Degree	HIGHEST DIPLOMA OR DEGREE: Specialist's Degree	HIGHEST DIPLOMA OR DEGREE: Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	TYPE OF PRESERVICE EDUCATION: College	TYPE OF PRESERVICE EDUCATION: No Preservice Education
26. Present a lesson utilizing videotape.	H	M	L	L	L	L	L	M	M	H	M	L	H	M
27. Present a lesson utilizing audio tape, recordings, radio and/or TV.	H	L	M	L	L	L	L	M	L	L	H	L	H	M
28. Present a lesson with the aid of a flannel board and/or flip chart.	H	L	M	L	M	L	L	M	M	H	M	L	H	M
29. Present a lesson with the aid of a chalk board.	H	L	M	H	H	H	M	M	M	H	M	M	H	L
30. Direct student learning laboratory experiences.	H	M	L	H	L	M	H	M	M	H	M	L	H	M
31. Conduct visits to students' homes for instructional purposes.	H	H	L	M	L	L	M	M	M	H	L	L	M	H
32. Present inforamtion through team teaching and/or resource persons.	H	L	M	M	L	H	H	M	M	H	M	L	H	M
33. Provide individualized instruction for students.	H	L	L	M	L	H	M	M	L	M	H	M	H	L
34. Draw upon student experience in presenting instruction.	H	H	L	M	M	M	M	M	M	H	L	M	H	L
35. Present information by use of the problem-solving method.	H	M	L	M	L	M	M	M	M	H	M	M	H	L
36. Present information by use of simulated experiences.	H	L	L	M	L	H	M	M	H	H	L	M	H	L
37. Present information by use of the project method.	H	M	L	M	L	M	L	M	M	H	M	L	H	M

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	CURRENT POSITION: SDVTE Supervisor	CURRENT POSITION: SDVTE Teacher Educator	CURRENT POSITION: Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	HIGHEST DIPLOMA OR DEGREE: High School Diploma	HIGHEST DIPLOMA OR DEGREE: A.A. or A.S. Degree	HIGHEST DIPLOMA OR DEGREE: Baccalaureate Degree	HIGHEST DIPLOMA OR DEGREE: Master's Degree	HIGHEST DIPLOMA OR DEGREE: Specialist's Degree	HIGHEST DIPLOMA OR DEGREE: Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	TYPE OF PRESERVICE EDUCATION: College	TYPE OF PRESERVICE EDUCATION: No Preservice Education
38. Present information by use of the case study method.	H	L	M	L	L	L	M	L	M	H	M	M	H	L
39. Utilizing unplanned classroom or shop incident as a basis for presenting related information.	H	M	H	L	M	M	M	M	M	H	L	M	H	L
C. EVALUATION OF INSTRUCTION														
40. Evaluate text and reference materials to meet course objectives.	H	M	L	M	M	M	M	L	M	H	L	L	H	M
41. Establish evaluative criteria for lessons, units, or courses.	H	M	L	M	M	M	M	M	M	H	L	L	H	M
42. Select measures appropriate to evaluative criteria.	H	M	L	M	M	H	M	M	M	L	L	L	H	M
43. Formulate valid test questions.	H	L	L	M	H	H	M	M	M	H	L	M	H	M
44. Formulate a system of grading consistent with school policy.	H	L	L	M	H	H	M	M	M	M	H	M	H	L
45. Evaluate student's progress in class, home, and laboratory assignments.	H	L	L	M	H	M	M	L	L	H	M	M	H	L
46. Evaluate own teaching methods and techniques.	H	L	L	M	M	H	M	L	L	H	H	L	H	M
47. Interpret evaluation data for students and for parents.	H	M	L	M	L	M	M	L	M	H	H	L	H	M
48. Establish criteria and methods for classroom or shop laboratory performance.	H	M	L	L	L	H	M	M	M	H	M	L	H	M

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	CURRENT POSITION: SDVTE Supervisor	CURRENT POSITION: SDVTE Teacher Educator	CURRENT POSITION: Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	HIGHEST DIPLOMA OR DEGREE: High School Diploma	HIGHEST DIPLOMA OR DEGREE: A.A. or A.S. Degree	HIGHEST DIPLOMA OR DEGREE: Baccalaureate Degree	HIGHEST DIPLOMA OR DEGREE: Master's Degree	HIGHEST DIPLOMA OR DEGREE: Specialist's Degree	HIGHEST DIPLOMA OR DEGREE: Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	TYPE OF PRESERVICE EDUCATION: College	TYPE OF PRESERVICE EDUCATION: No Preservice Education
49. Evaluate standardized test results.	H	L	M	M	L	M	M	M	M	H	L	L	M	H
D. GUIDANCE														
50. Present occupational information.	H	L	L	M	L	M	M	M	M	H	M	M	H	M
51. Develop student selection criteria.	H	L	L	M	L	M	M	M	M	H	H	L	H	M
52. Interview students and parents.	H	L	L	M	M	M	M	M	M	H	M	L	H	M
53. Counsel students.	H	L	L	H	M	M	M	M	M	H	L	M	H	L
54. Interpret student cumulative records.	H	L	L	M	L	M	M	M	M	H	M	L	M	H
55. Assist students with personal, social, and scholastic problems.	H	M	L	M	L	M	M	M	M	H	M	M	H	H
56. Make recommendations for employment of students.	H	M	L	L	M	H	M	M	M	H	M	M	H	L
57. Collect relevant student data.	H	M	L	M	L	M	M	L	M	H	M	L	H	M
E. MANAGEMENT														
58. Determine supply, materials, equipment, and facility needs.	M	L	L	H	L	H	M	M	M	H	L	L	H	M
59. Prepare requisitions for supplies, tools, materials, and equipment.	H	L	M	H	M	H	M	M	M	M	L	L	M	H
60. Maintain inventory of supplies, materials, and equipment.	H	L	H	M	M	H	M	M	M	L	L	L	H	H

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION			HIGHEST DIPLOMA OR DEGREE							TYPE OF PRESERVICE EDUCATION				
	Teacher or Director	SDVTE Supervisor	SDVTE Teacher Educator	Institutional Teacher Educator	G.E.D.	High School Diploma	A.A. or A.S. Degree	Baccalaureate Degree	Master's Degree	Specialist's Degree	Doctor's Degree	Noncredit Workshop	College	No Preservice Education	
61. Maintain tools and equipment.	H	L	H	H	L	H	L	M	M	H	M	L	H	M	
62. Develop and implement safety procedures.	M	L	H	H	M	H	M	M	M	L	M	M	H	L	
63. Plan a budget for supplies, materials, and equipment.	M	L	H	H	L	M	M	M	M	H	M	M	H	H	
64. Prepare and submit local and state reports and other information.	M	L	M	H	M	H	M	M	M	M	L	M	M	H	
65. Develop and maintain placement and follow-up records.	H	M	M	L	L	M	M	L	M	H	L	L	H	M	
66. Maximize the use of students' time and equipment (scheduling).	H	L	M	M	L	M	M	M	M	H	H	L	H	M	
67. Establish detailed procedures and regulations for laboratory and classroom activities.	H	L	M	H	L	H	M	M	M	H	H	M	H	L	
68. Provide "correct" disciplinary action.	H	M	L	H	L	M	L	M	M	L	H	M	H	L	
F. PUBLIC AND HUMAN RELATIONS															
69. Develop and maintain good professional working relationships with other teachers and administrators.	H	M	L	H	M	H	M	M	M	L	M	M	H	M	
70. Develop and maintain good communication with the community.	H	H	L	M	M	H	M	M	M	L	M	M	H	L	
71. Develop and maintain good working relationships with agencies in the community.	H	M	L	M	M	M	M	M	M	H	L	M	H	L	

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	CURRENT POSITION: SDVTE Supervisor	CURRENT POSITION: SDVTE Teacher Educator	CURRENT POSITION: Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	HIGHEST DIPLOMA OR DEGREE: High School Diploma	HIGHEST DIPLOMA OR DEGREE: A.A. or A.S. Degree	HIGHEST DIPLOMA OR DEGREE: Baccalaureate Degree	HIGHEST DIPLOMA OR DEGREE: Master's Degree	HIGHEST DIPLOMA OR DEGREE: Specialist's Degree	HIGHEST DIPLOMA OR DEGREE: Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	TYPE OF PRESERVICE EDUCATION: College	TYPE OF PRESERVICE EDUCATION: No Preservice Education
72. Keep the community informed concerning program activities (newspapers, radio, TV, etc.)	H	H	L	M	L	M	L	M	M	H	H	M	H	L
73. Develop and maintain good relationships with unions, councils, committees, business and professional associations.	H	M	L	M	L	M	M	M	M	H	M	L	H	M
74. Establish and maintain rapport with students and parents.	H	M	L	H	H	H	M	M	M	M	L	M	H	L
G. PROFESSIONAL ROLE														
75. Participate in professional organization activities.	H	M	L	M	L	L	M	M	M	H	M	M	H	L
76. Participate and contribute to research studies and professional literature.	H	M	L	L	L	L	M	M	H	M	H	L	M	H
77. Keep abreast of current and new professional and technical information.	H	M	L	M	L	M	L	M	M	M	H	M	H	L
78. Develop and maintain expertise in occupational specialty.	H	M	L	M	L	M	M	M	M	H	M	L	M	H
79. Participate in planned professional improvement activities (continuing education, inservice workshops, meetings, etc.)	H	M	L	M	L	M	L	M	H	H	H	L	M	H
80. Secure and leave a position in a professional manner.	H	M	L	M	L	M	M	M	M	H	H	M	H	L

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	SDVTE Supervisor	SDVTE Teacher Educator	Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	High School Diploma	A.A. or A.S. Degree	Baccalaureate Degree	Master's Degree	Specialist's Degree	Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	College	No Preservice Education
81. Exhibit behavior appropriate to teaching role.	H	M	L	L	M	M	M	M	M	L	H	M	H	L
G. STUDENT VOCATIONAL ORGANIZATIONS														
82. Organize, promote, and support organizations.	H	M	L	M	L	M	M	M	M	H	M	L	M	H
83. Develop a yearly program of work.	H	M	L	M	L	M	M	M	M	H	M	M	H	M
84. Sponsor and supervise organization activities.	H	M	L	M	L	M	M	M	M	H	M	M	M	H
85. Stimulate participation in district, state, regional, and national meetings and contests.	H	H	L	M	L	L	M	M	M	H	M	L	M	H
86. Develop and maintain the student vocational organization program as an integral part of the instructional program.	H	M	L	M	L	M	M	M	M	H	M	L	M	H
87. Evaluate the student organization program.	H	M	M	L	L	L	M	M	M	H	M	L	H	H
88. Establish policy and procedures for student organizations.	H	M	L	M	L	L	M	M	M	H	M	L	H	M
H. COORDINATION														
89. Conduct a community survey.	H	L	L	M	L	L	M	M	M	H	H	L	M	H
90. Maintain a current file of jobs and employers.	H	M	L	M	L	L	M	L	M	H	M	L	H	H
91. Select training stations or experiences.	H	L	L	M	L	M	M	M	M	H	M	L	H	H
92. Develop training or experience agreements.	H	L	L	M	L	M	M	M	M	H	M	L	H	M

Table XII. (continued)

PERFORMANCE TASKS	CURRENT POSITION: Teacher or Director	CURRENT POSITION: SDVTE Supervisor	CURRENT POSITION: SDVTE Teacher Educator	CURRENT POSITION: Institutional Teacher Educator	HIGHEST DIPLOMA OR DEGREE: G.E.D.	HIGHEST DIPLOMA OR DEGREE: High School Diploma	HIGHEST DIPLOMA OR DEGREE: A.A. or A.S. Degree	HIGHEST DIPLOMA OR DEGREE: Baccalaureate Degree	HIGHEST DIPLOMA OR DEGREE: Master's Degree	HIGHEST DIPLOMA OR DEGREE: Specialist's Degree	HIGHEST DIPLOMA OR DEGREE: Doctor's Degree	TYPE OF PRESERVICE EDUCATION: Noncredit Workshop	TYPE OF PRESERVICE EDUCATION: College	TYPE OF PRESERVICE EDUCATION: No Preservice Education
93. Establish policy and procedures for on-the-job training.	H	L	M	M	L	M	M	M	M	H	M	L	M	H
94. Supervise student-learner's performance.	H	L	M	M	L	M	M	M	M	H	M	L	H	M

V. CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented in this section of the report have been derived from the evidence collected in this study. While some information in this section is general in nature, it is hoped that it is specific enough to give persons planning preservice and inservice programs insights into improving both types of programs for vocational personnel.

A. Overall Performance Tasks

1. It was concluded that preservice education programs are equipping personnel at a performance level approaching the capable level on tasks relating to planning of instruction. However, it was also concluded that the weakest performance levels were found for tasks requiring actual experiences with students, adults, or "outside" the normal training areas. It is therefore recommended that increased experiences be provided in preservice education programs for participants to work under supervision in "actual" school situations, and with adults and the community. Increased experiences in working with people should be provided in all preservice education programs.

2. Preservice education programs are apparently equipping teaching personnel in the execution of instruction area at a level which approaches the capable level. Strengths of the programs appear to be in concepts, techniques and/or methods. Weaknesses appear to be in the performance areas of team teaching, utilizing resource persons in instruction, home visitation of students for instruction, and utilization of certain media (video tapes, recordings, TV, etc.) in instruction. It is recommended that in preservice education programs additional experiences be provided in the use of video equipment for instructional purposes and that experiences be provided that utilize the team teaching approach and/or resource persons for increasing the effectiveness of instruction. The process of video taping could off-set some of the problems currently being encountered in making field trips (safety regulations, class scheduling, transportation, etc.).

3. Performance abilities in tasks related to evaluation or instruction are apparently being developed at a level which approaches the capable category by teaching personnel in preservice education programs. One weakness pointed out in this group of tasks was that of evaluating standardized test results. It is recommended that more emphasis be placed upon the teachers' use of standardized tests in preservice education programs or that close supervision be provided in their use when the teachers begin employment.

4. Preservice education programs apparently are not equipping prospective teachers to perform some guidance tasks without being provided direction or assistance. It is recommended that in preservice education programs additional experiences be provided in the areas of student selection, student data interpretation, and counseling of students and parents.

5. Abilities in tasks related to management apparently are being developed by teachers in preservice education programs at a level that requires some assistance when they become employed. It is recommended that additional emphasis be placed in preservice education programs at a level that requires some assistance when they become employed. It is recommended that additional emphasis be placed in preservice education programs on developing competencies in planning budgets, preparing local and state reports, developing and maintaining follow-up reports, and methods of providing "correct" disciplinary actions for students.

6. Teaching personnel are apparently developing abilities in tasks related to public and human relations which approach the capable level through preservice programs. However, it is recommended additional emphasis be placed on providing prospective teachers with experiences that increase competency in the use of newspapers, radio, and TV for keeping the community informed about vocational-technical programs. Special emphasis should be placed in inservice programs on increasing and up-dating teachers' performance levels in these important tasks.

7. Preservice education programs apparently are preparing prospective teachers at the capable level for most tasks relating to the professional role. However, it is recommended that additional emphasis be placed on providing participants with experiences which will increase their participation in research studies and contributions to the professional literature.

8. Teaching personnel apparently are not developing as high a performance level in tasks related to student vocational organizations as in most other task areas. It is therefore recommended that increased experiences be provided in preservice education programs that will enable prospective teachers to increase their competency levels in working with youth organizations. Special emphasis should be placed on establishing policy and procedures, evaluating, and stimulating participation in meetings and contests in youth organizations during preservice education programs.

9. Task development relating to program coordination is apparently the weakest area of preservice education programs. In order that this may be overcome, it is recommended that increased experiences be provided during preservice education programs pertaining to conducting a community survey, establishing policy and procedures for on-the-job training, supervising student-learners performance, maintaining files on jobs and employers, etc.

B. Service Area Performance Task Development

1. It was concluded that the strengths in preservice education programs in agriculture are in developing performance levels in execution of instruction (providing individualized instructions; home visits; utilizing motion pictures slides; demonstrating manipulative skills; directing group discussions and field trips); the professional role; student vocational organizations; and program coordination. Deficiencies in development of performance levels were concluded to be in the areas of execution of instruction (present an illustrative talk, develop standards for student attainment, reproduction of instructional materials, presenting information by use of the problem solving method, utilizing team teaching or resource persons, and utilizing videotapes, recordings, radio, etc.) and evaluation of instruction. It is therefore recommended that increased experiences be provided in agricultural preservice education programs for participants in the areas of execution of instruction and evaluation of instruction. Special emphasis should be placed on increasing performance levels in utilizing the problem-solving method of instruction, utilization of resource persons and team teaching in instruction, and the use of all forms of media in instruction.

2. Preservice education for business and office personnel is apparently strong in developing performance levels in the areas of execution of instruction (demonstrating manipulative skills, reinforcing learning, developing standards, use of office machines, and displaying instructional materials), the professional role, and program coordination. Deficiencies in development of performance levels were in execution of instruction (utilizing audio-visual media, utilizing resource persons or team teaching in instruction, presenting information by use of the problem-solving method, simulated experiences, the project method and the case study method) guidance, public and human relations, and student vocational organizations. It is recommended that increased experiences be provided during preservice education programs in working with students through guidance activities and student vocational organizations. Additional experiences should be provided in public and human relations, utilization of audio-visual media in instruction, utilization of resource persons and team teaching in instruction, and several additional methods of instruction.

3. Preservice education programs in consumer and homemaking are apparently strong in developing performance levels in the areas of execution of instruction, program management and the professional role. Deficiencies in the preservice programs are apparently in the areas of guidance, public and human relations, and program coordination. It is recommended that in preservice education programs additional experiences be provided in working with students and the general public so that additional competencies may be developed in areas of human relations, guidance, and program coordination.

4. While most cooperative education personnel receive preservice education in service areas other than cooperative education (trade and industry, business and office, etc.) strengths were noted in the areas of guidance, program management, and program coordination. Personnel deficiencies apparently are in the areas of execution of instruction, evaluation of instruction, and public and human relations. It is therefore recommended that experiences be provided in execution of instruction, evaluation of instruction, and public and human relations through inservice training programs, in addition to intensive supervision during the first couple of years employed as coop coordinators.

5. Most personnel teaching disadvantaged or handicapped students received preservice education in one of the conventional service areas (trade and industry, agriculute, home economics, etc.). Those teachers indicated preservice programs developed strengths in such areas as program management, program coordination, and execution of instruction (such tasks as: introducing a lesson; directing group discussions, demonstrating skills; reinforcing learning; obtaining an ending for a lesson; individualized instruction; use of simulated experiences; and utilizing the project method of instruction). Program deficiencies included evaluation of instruction and execution of instruction (such tasks as: utilizing team teaching, resource persons and videotapes in instruction; developing standards for students; employing oral questioning techniques and; presenting information by the problem-solving method). It is recommended that inservice education programs, as well as supervision, be directed toward assisting teachers of disadvantaged or handicapped students in increasing their competence levels in evaluation of instruction and execution of instruction areas which involve increasing communication levels of students with persons other than the instructor (resource persons etc.), developing standards that will increase student achievement, and increase the students problem-solving abilities.

6. Most distributive education personnel receive preservice education in areas other than vocational education (general business, math, etc.). Limited duration preservice workshops for distributive education personnel apparently are developing performance levels of teachers mainly in the areas of student vocational organizations and program coordination. Deficiencies apparently exist in planning of instruction, execution of instruction, evaluation of instruction, and program management. It is strongly recommended that intensive preservice and inservice experiences be provided teachers in all phases of distributive education instruction (planning, execution, and evaluation) and program management. In addition, intensive supervision of beginning teachers by supervisors and teacher educators is recommended so that instructional performance levels may be developed to a desired level as rapidly as possible. It is also recommended that the standards be re-examined for strengthening.

7. Preservice education programs for health education personnel are apparently strong in developing performance levels in the areas of planning and execution of instruction. Deficiencies apparently are found in the areas of evaluation of instruction, program management, public and human relations, and program coordination. It is recommended that inservice programs be provided that are designed to increase the performance levels of participants in the areas of evaluation of instruction, program management, public and human relations, and program coordination.

8. Preservice education programs in industrial arts are apparently strong in developing performance levels in the areas of program management, the professional role, student vocational organizations, and program coordination. Deficiencies in the preservice programs are apparently in execution of instruction (utilizing videotapes; team teaching and resource persons in instruction), and public and human relations. It is recommended that preservice education programs provide increased experiences in working with students, staff and the general public to aid in the instructional program. Additional experiences should also be provided in the use of new media (videotapes, etc.) in the instructional program.

9. Occupational orientation and guidance preservice education programs are apparently strong in developing performance levels in the areas of execution of instruction, guidance, program management, the professional role, student vocational organizations, and program coordination. The main deficiencies appear to be in the area of public and human relations. It is therefore recommended that increased experiences be provided through preservice programs for developing performance levels in public and human relations.

10. Preservice programs in technical education appear to be strong in the execution of instruction, evaluation of instruction, program management, and program coordination. Deficiencies appear to be in the areas of public and human relations, and in student vocational organizations. It is recommended that additional experiences in public and human relations be provided technical personnel through inservice education programs.

11. Preservice programs in trade and industrial education strengths appear to be in the areas of program management, and program coordination. Deficiencies appear to be in the areas of execution of instruction, evaluation of instruction, public and human relations, and student vocational organizations. It is recommended that preservice workshops be of longer duration with special emphasis on the vital areas of execution and evaluation of instruction. In addition, it is recommended that inservice education programs be conducted with additional emphasis on execution and evaluation of instruction as well as public and human relations, and student vocational organizations.

C. Current Position

It was concluded that teachers and vocational directors tended to rate performance levels of beginning teachers higher than did institutional teacher educators. State Division of Vocational Education personnel (both supervisors and teacher educators) tended to rate teachers' performance levels significantly lower than teacher and directors, or institutional teacher educators.

D. Diploma or Degree Held

It was concluded that personnel possessing only a G.E.D. certificate tended to rate teachers' performance levels lower than those with advanced diplomas and/or degrees. Persons possessing the Specialist degree tended to rate teachers performance levels higher than all other groups.

E. Type of Preservice Education

It was concluded that personnel receiving college preservice education tended to rate beginning teachers' performance levels higher than those receiving non-credit preservice education or those receiving no preservice education tended to rate performance levels higher than those receiving non-credit workshop preservice education. It is recommended that all persons receive some type of preservice education before entering the teaching profession. It is further recommended that in non-credit workshops more attention be given to providing participants with experiences in tasks dealing with the planning and execution of instruction. Intensive inservice

programs for beginning teachers should be provided for the first two years of employment. The programs should emphasize planning, execution and evaluation of instruction.

VI. APPENDICES

Appendix I

Group Perceptions of Preservice Preparation

Related to the Task of Determining Student Needs and Goals

Group	Mean	Rank	F
Service Area			0.46
Agriculture	3.77	2	
Business & Office	3.51	9	
Consumer & Homemaking	3.78	1	
Cooperative Education	3.52	8	
Disadvantaged	3.60	4	
Distributive Education	3.51	9	
Guidance	3.17	13	
Handicapped	3.51	9	
Industrial Arts	3.56	6	
Occupational Orientation	3.55	7	
Technical	3.61	3	
Trade & Industrial	3.59	5	
Health	3.46	12	
Current Position			1.10
Vocational teacher	3.63	3	
Vocational director	3.68	2	
State level supervisor	3.25	6	
SDVTE teacher educator	3.39	5	
Institutional teacher educator	3.48	4	
Other	3.86	1	
Highest Diploma or Degree			1.03
General Educational Development Test	3.88	2	
High School Diploma	3.49	5	
AA or AS Degree	3.30	7	
Baccalaureate Degree	3.49	5	
Master's Degree	3.67	3	
Specialist's Degree	3.97	1	
Doctor's Degree	3.50	4	
Other	3.09	8	
Type of Preservice Education			1.12
Noncredit workshops	3.37	5	
College (Teacher education)	3.70	2	
College (other than teacher education)	3.53	3	
Other	3.41	4	
No Preservice education	3.73	1	

Appendix 2

Group Perceptions of Preservice Preparation Related to the Task of Formulating Objectives

Group	Mean	Rank	F
Service Area			0.79
Agriculture	3.85	4	
Business & Office	3.55	8	
Consumer & Homemaking	3.86	3	
Cooperative Education	3.47	12	
Disadvantaged	3.80	6	
Distributive Education	3.44	13	
Guidance	3.49	11	
Handicapped	4.15	1	
Industrial Arts	3.78	7	
Occupational Orientation	3.88	2	
Technical	3.83	5	
Trade & Industrial	3.53	9	
Health	3.50	10	
Current Position			1.09
Vocational teacher	3.75	2	
Vocational director	4.47	1	
State level supervisor	3.24	6	
SDVTE teacher educator	3.41	5	
Institutional teacher educator	3.62	4	
Other	3.72	3	
Highest Diploma or Degree			1.06
General Educational Development Test	3.36	7	
High School Diploma	3.92	2	
AA or AS Degree	3.81	4	
Baccalaureate Degree	3.80	5	
Master's Degree	3.73	6	
Specialist's Degree	3.97	1	
Doctor's Degree	3.85	3	
Other	3.17	8	
Type of Preservice Education			3.15*
Noncredit workshops	3.30	4	
College (teacher education)	3.97	1	
College (other than teacher education)	3.83	2	
Other	3.23	5	
No Preservice education	3.57	3	

*Significant at .05 level

Appendix 3

Group Perceptions of Preservice Preparation

Related to the Task of Selecting Instructional Content for a Course

Group	Mean	Rank	F
Service Area			0.56
Agriculture	3.31	7	
Business & Office	3.21	11	
Consumer & Homemaking	3.46	2	
Cooperative Education	3.37	6	
Disadvantaged	3.43	5	
Distributive Education	2.97	13	
Guidance	3.44	4	
Handicapped	3.22	10	
Industrial Arts	3.46	2	
Occupational Orientation	3.31	7	
Technical	3.62	1	
Trade & Industrial	3.27	9	
Health	3.20	12	
Current Position			1.88
Vocational teacher	3.60	2	
Vocational director	3.42	3	
State level supervisor	3.04	5	
SDVTE teacher educator	3.04	5	
Institutional teacher educator	3.19	4	
Other	3.67	1	
Highest Diploma or Degree			0.52
General Educational Development Test	3.62	1	
High School Diploma	3.46	4	
AA or AS Degree	3.57	2	
Baccalaureate Degree	3.45	5	
Master's Degree	3.43	6	
Specialist's Degree	2.58	8	
Doctor's Degree	3.48	3	
Other	3.04	7	
Type of Preservice Education			2.77*
Noncredit workshops	3.10	4	
College (teacher education)	3.66	1	
College (other than teacher education)	3.59	2	
Other	3.23	3	
No Preservice education	3.07	5	

*Significant at .05 level

Appendix 4

Group Perceptions of Preservice Preparation Related to the Task of Selecting and Developing Instructional Content of a Lesson

Group	Mean	Rank	F
Service Area			1.73
Agriculture	3.67	4	
Business & Office	3.24	12	
Consumer & Homemaking	3.68	3	
Cooperative Education	3.49	8	
Disadvantaged	3.52	7	
Distributive Education	3.06	13	
Guidance	3.61	6	
Handicapped	3.37	9	
Industrial Arts	3.65	5	
Occupational Orientation	3.75	2	
Technical	4.05	1	
Trade & Industrial	3.26	11	
Health	3.36	10	
Current Position			2.47*
Vocational teacher	3.71	2	
Vocational director	4.26	1	
State level supervisor	3.00	6	
SDVTE teacher educator	3.03	5	
Institutional teacher educator	3.47	4	
Other	3.62	3	
Highest Diploma or Degree			0.503
General Educational Development Test	3.68	3	
High School Diploma	3.66	4	
AA or AS Degree	3.71	1	
Baccalaureate Degree	3.69	2	
Master's Degree	3.57	5	
Specialist's Degree	2.88	7	
Doctor's Degree	2.70	8	
Other	3.23	6	
Type of Preservice Education			3.092*
Noncredit workshops	3.46	3	
College (teacher education)	3.92	1	
College (other than teacher education)	3.72	2	
Other	3.44	4	
No Preservice education	3.03	5	

*Significant at the .05 level

Appendix 5

Group Perceptions of Preservice Preparation

Related to the Task of Selecting Instructional Media and Aids

Group	Mean	Rank	F
Service Area			1.15
Agriculture	3.54	7	
Business & Office	3.71	4	
Consumer & Homemaking	3.66	6	
Cooperative Education	3.37	10	
Disadvantaged	3.52	8	
Distributive Education	3.16	13	
Guidance	3.31	11	
Handicapped	4.46	1	
Industrial Arts	3.71	4	
Occupational Orientation	3.85	3	
Technical	3.98	2	
Trade & Industrial	3.42	9	
Health	3.21	12	
Current Position			3.16**
Vocational teacher	3.73	3	
Vocational director	4.58	1	
State level supervisor	2,84	6	
SDVTE teacher educator	3.18	5	
Insitutional teacher educator	3.53	4	
Other	3.78	2	
Highest Diploma or Degree			0.258
General Educational Development Test	3.77	2	
High School Diploma	3.68	3	
AA or AS Degree	3.80	1	
Baccalaureate Degree	3.66	5	
Master's Degree	3.67	4	
Specialist's Degree	3.43	7	
Doctor's Degree	3.42	8	
Other	3.44	6	
Type of Preservice Education			2.17
Noncredit workshops	3.51	3	
College (teacher education)	3.93	2	
College (other than teacher education)	3.95	1	
Other	3.44	4	
No Preservice education	3.22	5	

** Significant at the .01 level

Appendix 6

Group Perceptions of Preservice Preparation

Related to the Task of Developing Instructional Materials

Group	Mean	Rank	F
Service Area			1.81
Agriculture	3.47	8	
Business & Office	3.79	5	
Consumer & Homemaking	3.83	3	
Cooperative Education	3.20	11	
Disadvantaged	3.72	6	
Distributive Education	3.39	9	
Guidance	2.75	13	
Handicapped	3.98	1	
Industrial Arts	3.80	4	
Occupational Orientation	3.51	7	
Technical	3.97	2	
Trade & Industrial	3.37	10	
Health	3.06	12	
Current Position			3.66**
Vocational teacher	3.80	2	
Vocational director	4.60	1	
State level supervisor	2.88	5	
SDVTE teacher educator	2.66	6	
Insitutional teacher educator	3.41	4	
Other	3.80	2	
Highest Diploma or Degree			0.56
General Educational Development Test	3.71	2	
High School Diploma	3.49	4	
AA or AS Degree	3.42	5	
Baccalaureate Degree	3.32	6	
Master's Degree	3.60	3	
Specialist's Degree	4.20	1	
Doctor's Degree	3.23	7	
Other	3.23	7	
Type of Preservice Education			1.70
Noncredit workshops	3.44	4	
College (teacher education)	3.83	1	
College (other than teacher education)	3.79	2	
Other	3.52	3	
No Preservice education	3.05	5	

** Significant at .01 level

Appendix 7

Group Perceptions of Preservice Preparation

Related to the Task of Determining Out-of-School Learning Experiences

Group	Mean	Rank	F
Service Area			0.80
Agriculture	3.06	12	
Business & Office	3.18	10	
Consumer & Homemaking	3.23	7	
Cooperative Education	3.28	6	
Disadvantaged	3.07	11	
Distributive Education	3.06	12	
Guidance	3.19	9	
Handicapped	3.94	1	
Industrial Arts	3.36	5	
Occupational Orientation	3.20	8	
Technical	3.87	2	
Trade & Industrial	3.44	4	
Health	3.62	3	
Current Position			2.61*
Vocational teacher	3.65	2	
Vocational director	3.99	1	
State level supervisor	3.52	3	
SDVTE teacher educator	2.99	5	
Insitutional teacher educator	2.81	6	
Other	3.11	4	
Highest Diploma or Degree			1.04
General Educational Development Test	3.26	4	
High School Diploma	2.81	8	
AA or AS Degree	3.20	5	
Baccalaureate Degree	3.01	7	
Master's Degree	3.36	2	
Specialist's Degree	4.75	1	
Doctor's Degree	3.36	2	
Other	3.02	6	
Type of Preservice Education			3.37**
Noncredit workshops	3.10	4	
College (teacher education)	3.81	1	
College (other than teacher education)	3.46	2	
Other	3.36	3	
No Preservice education	3.02	5	

*Significant at .05 level
**Significant at .01 level

Appendix 8

Group Perceptions of Preservice Preparation

Related to the Task of Organizing and Working with an Advisory Committee

Group	Mean	Rank	F
Service Area			1.28
Agriculture	3.54	7	
Business & Office	3.45	8	
Consumer & Homemaking	2.85	13	
Cooperative Education	3.06	10	
Disadvantaged	3.58	3	
Distributive Education	2.96	12	
Guidance	3.45	8	
Handicapped	3.61	2	
Industrial Arts	3.58	3	
Occupational Orientation	3.05	11	
Technical	3.66	1	
Trade & Industrial	3.58	3	
Health	3.55	6	
Current Position			1.78
Vocational teacher	3.32	2	
Vocational director	4.62	1	
State level supervisor	2.84	4	
SDVTE teacher educator	2.62	5	
Institutional teacher educator	2.60	6	
Other	3.28	3	
Highest Diploma or Degree			0.20
General Educational Development Test	3.58	2	
High School Diploma	3.18	8	
AA or AS Degree	3.33	4	
Baccalaureate Degree	3.22	7	
Master's Degree	3.39	3	
Specialist's Degree	3.79	1	
Doctor's Degree	3.26	6	
Other	3.29	5	
Type of Preservice Education			0.21
Noncredit workshops	3.34	3	
College (teacher education	3.45	2	
College (other than teacher education)	3.58	1	
Other	3.34	3	
No Preservice education	3.20	5	

Appendix 9

Group Perceptions of Preservice Preparation

Related to the Task of Introducing a Lesson

Group	Mean	Rank	F
Service Area			0.76
Agriculture	3.71	5	
Business & Office	3.58	9	
Consumer & Homemaking	3.77	3	
Cooperative Education	3.54	10	
Disadvantaged	3.77	3	
Distributive Education	3.42	12	
Guidance	3.81	2	
Handicapped	3.35	13	
Industrial Arts	3.71	5	
Occupational Orientation	3.69	7	
Technical	4.15	1	
Trade & Industrial	3.64	8	
Health	3.53	11	
Current Position			1.55
Vocational teacher	3.86	2	
Vocational director	4.34	1	
State level supervisor	3.49	5	
SDVTE teacher educator	2.76	6	
Insitutional teacher educator	3.75	4	
Other	3.78	3	
Highest Diploma or Degree			1.27
General Educational Development Test	4.11	1	
High School Diploma	3.73	5	
AA or AS Degree	3.77	2	
Baccalaureate Degree	3.76	3	
Master's Degree	3.74	4	
Specialist's Degree	3.66	6	
Doctor's Degree	3.55	7	
Other	3.01	8	
Type of Preservice Education			4.37**
Noncredit workshops	3.61	4	
College (teacher education)	4.11	1	
College (other than teacher education)	3.90	2	
Other	3.79	3	
No Preservice education	2.92	5	

**Significant at .01 level

Appendix 10

Group Perceptions of Preservice Preparation

Related to the Task of Directing a Group Discussion

Group	Mean	Rank	F
Service Area			1.01
Agriculture	4.03	5	
Business & Office	3.64	12	
Consumer & Homemaking	3.99	6	
Cooperative Education	3.90	7	
Disadvantaged	3.81	10	
Distributive Education	3.80	11	
Guidance	3.44	13	
Handicapped	4.46	1	
Industrial Arts	4.11	4	
Occupational Orientation	4.26	3	
Technical	4.41	2	
Trade & Industrial	3.83	9	
Health	3.86	8	
Current Position			1.06
Vocational teacher	4.08	2	
Vocational director	4.89	1	
State level supervisor	3.73	5	
SDVTE teacher educator	3.43	6	
Insitutional teacher educator	3.78	4	
Other	3.89	3	
Highest Diploma or Degree			0.90
General Educational Development Test	4.20	2	
High School Diploma	3.95	3	
AA or AS Degree	3.87	4	
Baccalaureate Degree	3.30	6	
Master's Degree	3.86	5	
Specialist's Degree	4.99	1	
Doctor's Degree	3.75	7	
Other	3.31	8	
Type of Preservice Education			1.70
Noncredit workshops	3.87	4	
College (teacher education)	4.22	1	
College (other than teacher education)	4.19	2	
Other	4.09	3	
No Preservice education	3.47	5	

Appendix 11

Group Perceptions of Preservice Preparation

Related to the Task of Conducting a Field Trip

Group	Mean	Rank	F
Service Area			0.97
Agriculture	3.97	5	
Business & Office	3.83	7	
Consumer & Homemaking	3.70	11	
Cooperative Education	3.72	10	
Disadvantaged	4.11	3	
Distributive Education	4.05	4	
Guidance	3.78	9	
Handicapped	4.54	1	
Industrial Arts	3.81	8	
Occupational Orientation	4.34	2	
Technical	3.95	6	
Trade & Industrial	3.65	13	
Health	3.67	12	
Current Position			1.52
Vocational teacher	4.30	2	
Vocational director	4.32	1	
State level supervisor	3.77	4	
SDVTE teacher educator	3.77	4	
Institutional teacher educator	3.77	4	
Other	3.89	3	
Highest Diploma or Degree			0.84
General Educational Development Test	4.45	2	
High School Diploma	4.04	3	
AA or AS Degree	3.85	5	
Baccalaureate Degree	3.67	6	
Master's Degree	3.87	4	
Specialist's Degree	4.62	1	
Doctor's Degree	3.60	8	
Other	3.66	7	
Type of Preservice Education			1.42
Noncredit workshops	3.75	4	
College (teacher education)	4.22	1	
College (other than teacher education)	4.16	2	
Other	4.10	3	
No Preservice education	3.62	5	

Appendix 12

Group Perceptions of Preservice Preparation

Related to the Task of Directing a Student Manipulative Skill Demonstration

Group	Mean	Rank	F
Service Area			1.18
Agriculture	4.07	6	
Business & Office	4.15	5	
Consumer & Homemaking	4.07	6	
Cooperative Education	3.74	11	
Disadvantaged	4.04	8	
Distributive Education	3.73	12	
Guidance	3.42	13	
Handicapped	4.95	1	
Industrial Arts	4.38	4	
Occupational Orientation	4.00	9	
Technical	4.43	3	
Trade & Industrial	3.96	10	
Health	4.44	2	
Current Position			0.54
Vocational teacher	4.15	2	
Vocational director	4.96	1	
State level supervisor	3.91	4	
SDVTE teacher educator	3.70	6	
Institutional teacher educator	3.91	4	
Other	4.02	3	
Highest Diploma or Degree			0.93
General Educational Development Test	4.48	3	
High School Diploma	4.16	4	
AA or AS Degree	4.05	6	
Baccalaureate Degree	4.96	1	
Master's Degree	4.06	5	
Specialist's Degree	3.82	7	
Doctor's Degree	4.64	2	
Other	3.69	8	
Type of Preservice Education			1.13
Noncredit workshops	4.17	4	
College (teacher education)	4.34	1	
College (other than teacher education)	4.20	3	
Other	4.23	2	
No Preservice education	3.58	5	

Appendix 13

Group Perceptions of Preservice Preparation

Related to the Task of Demonstrating a Manipulative Skill

Group	Mean	Rank	F
Service Area			1.17
Agriculture	4.03	9	
Business & Office	4.18	7	
Consumer & Homemaking	4.25	5	
Cooperative Education	3.71	12	
Disadvantaged	4.18	7	
Distributive Education	3.69	13	
Guidance	3.94	11	
Handicapped	4.69	1	
Industrial Arts	4.42	2	
Occupational Orientation	3.98	10	
Technical	4.33	4	
Trade & Industrial	4.24	6	
Health	4.41	3	
Current Position			1.02
Vocational teacher	4.19	3	
Vocational director	4.78	1	
State level supervisor	3.74	6	
SDVTE teacher educator	4.10	4	
Institutional teacher educator	3.89	5	
Other	4.25	2	
Highest Diploma or Degree			0.50
General Educational Development Test	4.01	7	
High School Diploma	4.19	3	
AA or AS Degree	4.13	4	
Baccalaureate Degree	4.07	6	
Master's Degree	4.26	2	
Specialist's Degree	4.79	1	
Doctor's Degree	4.11	5	
Other	3.69	8	
Type of Preservice Education			1.84
Noncredit workshops	3.89	4	
College (teacher education)	4.37	1	
College (other than teacher education)	4.31	3	
Other	4.35	2	
No Preservice education	3.86	5	

Appendix 14

Group Perceptions of Preservice Preparation

Related to the Task of Presenting an Idea or Concept

Group	Mean	Rank	F
Service Area			1.21
Agriculture	3.62	8	
Business & Office	3.73	7	
Consumer & Homemaking	3.77	6	
Cooperative Education	3.37	12	
Disadvantaged	3.81	5	
Distributive Education	3.60	9	
Guidance	3.31	13	
Handicapped	4.47	1	
Industrial Arts	3.92	3	
Occupational Orientation	3.90	4	
Technical	4.01	2	
Trade & Industrial	3.51	11	
Health	3.54	10	
Current Position			1.38
Vocational teacher	4.06	1	
Vocational director	3.72	4	
State level supervisor	3.75	3	
SDVTE teacher educator	3.21	5	
Institutional teacher educator	3.72	4	
Other	3.95	2	
Highest Diploma or Degree			0.65
General Educational Development Test	3.90	2	
High School Diploma	3.95	1	
AA or AS Degree	3.71	5	
Baccalaureate Degree	3.65	6	
Master's Degree	3.78	4	
Specialist's Degree	3.51	7	
Doctor's Degree	3.88	3	
Other	3.49	8	
Type of Preservice Education			2.67*
Noncredit workshops	3.65	4	
College (teacher education)	4.07	1	
College (other than teacher education)	3.90	2	
Other	3.78	3	
No Preservice education	3.29	5	

*Significant at .05 level

Appendix 15

Group Perceptions of Preservice Preparation

Related to the Task of Giving a Lecture

Group	Mean	Rank	F
Service Area			1.16
Agriculture	3.60	9	
Business & Office	3.65	7	
Consumer & Homemaking	3.81	5	
Cooperative Education	3.47	11	
Disadvantaged	3.78	6	
Distributive Education	3.63	8	
Guidance	3.56	10	
Handicapped	4.05	2	
Industrial Arts	3.97	3	
Occupational Orientation	3.97	3	
Technical	4.13	1	
Trade & Industrial	3.46	12	
Health	3.38	13	
Current Position			1.68
Vocational teacher	3.91	2	
Vocational director	4.52	1	
State level supervisor	3.45	4	
SDVTE teacher educator	3.31	6	
Institutional teacher educator	3.39	5	
Other	3.78	3	
Highest Diploma or Degree			0.83
General Educational Development Test	3.75	4	
High School Diploma	3.93	2	
AA or AS Degree	3.77	3	
Baccalaureate Degree	3.69	6	
Master's Degree	3.70	5	
Specialist's Degree	3.65	7	
Doctor's Degree	4.11	1	
Other	3.21	8	
Type of Preservice Education			3.73**
Noncredit workshops	3.61	4	
College (teacher education)	4.16	1	
College (other than teacher education)	3.97	2	
Other	3.82	3	
No Preservice education	3.08	5	

**Significant at .01 level

Appendix 16

Group Perceptions of Preservice Preparation

Related to the Task of Giving an Illustrated Talk

Group	Mean	Rank	F
Service Area			1.61
Agriculture	3.32	8	
Business & Office	3.45	7	
Consumer & Homemaking	3.61	6	
Cooperative Education	3.18	12	
Disadvantaged	3.71	4	
Distributive Education	3.26	11	
Guidance	3.27	10	
Handicapped	4.40	1	
Industrial Arts	3.65	5	
Occupational Orientation	3.83	2	
Technical	3.79	3	
Trade & Industrial	3.31	9	
Health	3.10	13	
Current Position			1.53
Vocational teacher	3.87	1	
Vocational director	3.47	3	
State level supervisor	3.45	4	
SDVTE teacher educator	3.29	6	
Institutional teacher educator	3.40	5	
Other	3.70	2	
Highest Diploma or Degree			0.75
General Educational Development Test	3.64	2	
High School Diploma	3.62	3	
AA or AS Degree	3.60	4	
Baccalaureate Degree	3.57	5	
Master's Degree	3.53	6	
Specialist's Degree	3.42	7	
Doctor's Degree	3.86	1	
Other	2.99	8	
Type of Preservice Education			4.79**
Noncredit workshops	3.41	4	
College (teacher education)	3.94	1	
College (other than teacher education)	3.85	2	
Other	3.72	3	
No preservice education	2.72	5	

**Significant at .01 level

Appendix 17

Group Perceptions of Preservice Preparation

Related to the Task of Employing Oral Questioning Techniques

Group	Mean	Rank	F
Service Area			1.32
Agriculture	3.71	6	
Business & Office	3.63	7	
Consumer & Homemaking	3.63	7	
Cooperative Education	3.15	13	
Disadvantaged	3.56	9	
Distributive Education	3.34	12	
Guidance	3.72	5	
Handicapped	4.01	2	
Industrial Arts	3.86	4	
Occupational Orientation	3.91	3	
Technical	4.02	1	
Trade & Industrial	3.41	11	
Health	3.47	10	
Current Position			2.34*
Vocational teacher	3.89	2	
Vocational director	4.64	1	
State level supervisor	3.56	4	
SDVTE teacher educator	2.71	5	
Institutional teacher educator	2.30	6	
Other	3.77	3	
Highest Diploma or Degree			0.52
General Educational Development Test	3.71	2	
High School Diploma	3.96	1	
AA or AS Degree	3.68	3	
Baccalaureate Degree	3.68	3	
Master's Degree	3.66	5	
Specialist's Degree	3.24	8	
Doctor's Degree	3.56	6	
Other	3.38	7	
Type of Preservice Education			2.99*
Noncredit workshops	3.45	4	
College (teacher education)	3.99	1	
College (other than teacher education)	3.88	2	
Other	3.81	3	
No Preservice education	3.11	5	

*Significant at .05 level

Appendix 18

Group Perceptions of Preservice Preparation

Related to the Task of Reinforcing Learning

Group	Mean	Rank	F
Service Area			1.54
Agriculture	3.64	10	
Business & Office	3.90	7	
Consumer & Homemaking	3.97	5	
Cooperative Education	3.57	12	
Disadvantaged	3.82	9	
Distributive Education	3.39	13	
Guidance	3.95	6	
Handicapped	4.52	1	
Industrial Arts	4.14	4	
Occupational Orientation	4.15	3	
Technical	4.29	2	
Trade & Industrial	3.64	10	
Health	3.84	8	
Current Position			1.38
Vocational teacher	4.04	2	
Vocational director	5.00	1	
State level supervisor	3.72	4	
SDVTE teacher educator	3.11	6	
Institutional teacher educator	3.68	5	
Other	3.88	3	
Highest Diploma or Degree			0.69
General Educational Development Test	3.86	3	
High School Diploma	4.02	2	
AA or AS Degree	3.77	6	
Baccalaureate Degree	3.67	7	
Master's Degree	3.81	4	
Specialist's Degree	4.83	1	
Doctor's Degree	3.79	5	
Other	3.53	8	
Type of Preservice Education			1.02
Noncredit workshops	3.77	4	
College (teacher education)	4.08	2	
College (other than teacher education)	3.96	3	
Other	4.11	1	
No Preservice education	3.62	5	

Appendix 19

Group Perceptions of Preservice Preparation

Related to the Task of Developing Standards for Student Attainment

Group	Mean	Rank	F
Service Area			1.26
Agriculture	3.31	8	
Business & Office	3.38	7	
Consumer & Homemaking	3.43	6	
Cooperative Education	3.26	11	
Disadvantaged	3.30	9	
Distributive Education	3.16	12	
Guidance	4.05	1	
Handicapped	3.80	4	
Industrial Arts	3.68	5	
Occupational Orientation	3.88	3	
Technical	3.94	2	
Trade & Industrial	3.30	9	
Health	3.00	13	
Current Position			0.86
Vocational teacher	3.73	2	
Vocational director	3.98	1	
State level supervisor	3.49	4	
SDVTE teacher educator	2.80	6	
Institutional teacher educator	3.47	5	
Other	3.53	3	
Highest Diploma or Degree			1.21
General Educational Development Test	3.40	6	
High School Diploma	3.78	2	
AA or AS Degree	3.19	7	
Baccalaureate Degree	3.43	5	
Master's Degree	3.61	4	
Specialist's Degree	3.80	1	
Doctor's Degree	3.65	3	
Other	3.14	8	
Type of Preservice Education			1.03
Noncredit workshops	3.32	4	
College (teacher education)	3.65	2	
College (other than teacher education)	3.59	3	
Other	3.74	1	
No Preservice education	3.19	5	

Appendix 20

Group Perceptions of Preservice Preparation

Related to the Task of Obtaining a Proper Ending for a Lesson

Group	Mean	Rank	F
Service Area			0.85
Agriculture	3.57	8	
Business & Office	3.54	9	
Consumer & Homemaking	3.72	5	
Cooperative Education	3.51	10	
Disadvantaged	3.92	2	
Distributive Education	3.41	12	
Guidance	2.70	13	
Handicapped	3.71	6	
Industrial Arts	3.89	3	
Occupational Orientation	3.88	4	
Technical	3.98	1	
Trade & Industrial	3.65	7	
Health	3.49	11	
Current Position			1.03
Vocational teacher	3.66	3	
Vocational director	4.58	1	
State level supervisor	3.40	5	
SDVTE teacher educator	2.81	6	
Institutional teacher educator	3.76	2	
Other	3.46	4	
Highest Diploma or Degree			0.62
General Educational Development Test	3.77	3	
High School Diploma	3.74	4	
AA or AS Degree	3.50	6	
Baccalaureate Degree	3.55	5	
Master's Degree	3.80	2	
Specialist's Degree	3.85	1	
Doctor's Degree	3.44	7	
Other	3.25	8	
Type of Preservice Education			3.29**
Noncredit workshops	3.30	4	
College (teacher education)	3.99	1	
College (other than teacher education)	3.79	2	
Other	3.76	3	
No Preservice education	3.22	5	

**Significant at .01 level

Appendix 21

Group Perceptions of Preservice Preparation

Related to the Task of Reproducing Instructional Materials

Group	Mean	Rank	F
Service Area			2.13
Agriculture	2.89	11	
Business & Office	4.24	2	
Consumer & Homemaking	3.28	7	
Cooperative Education	3.22	9	
Disadvantaged	3.48	5	
Distributive Education	3.41	6	
Guidance	2.72	13	
Handicapped	4.81	1	
Industrial Arts	3.50	4	
Occupational Orientation	3.25	8	
Technical	3.97	3	
Trade & Industrial	3.12	10	
Health	2.73	12	
Current Position			0.99
Vocational teacher	3.88	1	
Vocational director	3.11	5	
State level supervisor	3.41	4	
SDVTE teacher educator	2.89	6	
Institutional teacher educator	3.73	2	
Other	3.57	3	
Highest Diploma or Degree			0.66
General Educational Development Test	3.92	1	
High School Diploma	3.58	3	
AA or AS Degree	3.34	4	
Baccalaureate Degree	3.31	7	
Master's Degree	3.34	4	
Specialist's Degree	3.33	6	
Doctor's Degree	3.75	2	
Other	2.89	8	
Type of Preservice Education			2.48*
Noncredit workshops	2.93	5	
College (teacher education)	3.59	2	
College (other than teacher education)	3.85	1	
Other	3.59	2	
No Preservice education	3.20	4	

*Significant at .05 level

Appendix 22

Group Perceptions of Preservice Preparation Related to the Task of Setting Up a Display of Materials for Instructional Purposes

Group	Mean	Rank	F
Service Area			1.78
Agriculture	3.78	10	
Business & Office	4.08	6	
Consumer & Homemaking	4.26	2	
Cooperative Education	3.77	11	
Disadvantaged	3.84	8	
Distributive Education	3.12	13	
Guidance	3.17	12	
Handicapped	4.52	1	
Industrial Arts	4.26	2	
Occupational Orientation	4.18	5	
Technical	4.22	4	
Trade & Industrial	3.93	7	
Health	3.81	9	
Current Position			1.08
Vocational teacher	3.95	3	
Vocational director	4.70	1	
State level supervisor	3.59	5	
SDVTE teacher educator	4.02	2	
Institutional teacher educator	3.37	6	
Other	3.87	4	
Highest Diploma or Degree			0.38
General Educational Development Test	4.04	3	
High School Diploma	3.81	5	
AA or AS Degree	3.79	6	
Baccalaureate Degree	3.77	7	
Master's Degree	3.91	4	
Specialist's Degree	4.56	1	
Doctor's Degree	4.06	2	
Other	3.41	8	
Type of Preservice Education			1.51
Noncredit workshops	3.58	5	
College (teacher education)	4.02	3	
College (other than teacher education)	4.16	2	
Other	4.18	1	
No Preservice education	3.65	4	

Appendix 23

Group Perceptions of Preservice Preparation Related to the Task of Presenting a Lesson Utilizing Overhead or Opaque Projectors

Group	Mean	Rank	F
Service Area			1.03
Agriculture	4.16	3	
Business & Office	3.80	8	
Consumer & Homemaking	4.16	3	
Cooperative Education	4.09	6	
Disadvantaged	3.66	10	
Distributive Education	3.69	9	
Guidance	3.39	13	
Handicapped	4.72	1	
Industrial Arts	4.14	5	
Occupational Orientation	4.01	7	
Technical	4.21	2	
Trade & Industrial	3.60	11	
Health	3.43	12	
Current Position			0.68
Vocational teacher	3.96	3	
Vocational director	4.86	1	
State level supervisor	3.45	6	
SDVTE teacher educator	3.63	5	
Institutional teacher educator	3.85	4	
Other	4.00	2	
Highest Diploma or Degree			0.86
General Educational Development Test	4.31	2	
High School Diploma	4.16	3	
AA or AS Degree	3.73	5	
Baccalaureate Degree	3.70	6	
Master's Degree	3.50	8	
Specialist's Degree	4.87	1	
Doctor's Degree	3.87	4	
Other	3.53	7	
Type of Preservice Education			0.71
Noncredit workshops	3.87	4	
College (teacher education)	4.16	2	
College (other than teacher education)	4.24	1	
Other	3.89	3	
No Preservice education	3.63	5	

Appendix 24

Group Perceptions of Preservice Preparation Related to the Task of Presenting a Lesson Utilizing Filmstrips or Slides

Group	Mean	Rank	F
Service Area			1.74
Agriculture	4.11	6	
Business & Office	3.40	13	
Consumer & Homemaking	4.28	2	
Cooperative Education	3.82	7	
Disadvantaged	3.78	8	
Distributive Education	3.52	12	
Guidance	3.56	10	
Handicapped	4.54	1	
Industrial Arts	4.22	3	
Occupational Orientation	4.17	4	
Technical	4.12	5	
Trade & Industrial	3.54	11	
Health	3.73	9	
Current Position			0.32
Vocational teacher	3.98	2	
Vocational director	4.59	1	
State level supervisor	3.77	4	
SDVTE teacher educator	3.46	6	
Institutional teacher educator	3.76	5	
Other	3.89	3	
Highest Diploma or Degree			0.87
General Educational Development Test	3.59	6	
High School Diploma	4.11	2	
AA or AS Degree	3.72	4	
Baccalaureate Degree	3.67	5	
Master's Degree	3.54	8	
Specialist's Degree	4.23	1	
Doctor's Degree	3.84	3	
Other	3.55	7	
Type of Preservice Education			1.17
Noncredit workshops	3.71	4	
College (teacher education)	4.18	1	
College (other than teacher education)	4.11	2	
Other	3.83	3	
No Preservice education	3.70	5	

Appendix 25

Group Perceptions of Preservice Preparation

Related to the Task of Presenting a Lesson Utilizing a Motion Picture

Group	Mean	Rank	F
Service Area			1.46
Agriculture	3.98	3	
Business & Office	2.93	13	
Consumer & Homemaking	3.43	8	
Cooperative Education	3.76	6	
Disadvantaged	3.29	9	
Distributive Education	3.54	7	
Guidance	3.15	11	
Handicapped	4.47	1	
Industrial Arts	3.77	5	
Occupational Orientation	4.06	2	
Technical	3.89	4	
Trade & Industrial	3.18	10	
Health	3.11	12	
Current Position			0.33
Vocational teacher	3.78	2	
Vocational director	3.19	6	
State level supervisor	3.37	5	
SDVTE teacher educator	3.65	4	
Institutional teacher educator	3.71	3	
Other	3.80	1	
Highest Diploma or Degree			0.70
General Educational Development Test	3.85	2	
High School Diploma	3.79	3	
AA or AS Degree	3.57	4	
Baccalaureate Degree	3.44	6	
Master's Degree	3.14	7	
Specialist's Degree	4.34	1	
Doctor's Degree	3.49	5	
Other	3.04	8	
Type of Preservice Education			1.50
Noncredit workshops	3.06	5	
College (teacher education)	3.69	3	
College (other than teacher education)	3.70	2	
Other	3.85	1	
No Preservice education	3.62	4	

Appendix 26

Group Perceptions of Preservice Preparation

Related to the Task of Presenting a Lesson Utilizing Videotape

Group	Mean	Rank	F
Service Area			1.16
Agriculture			
Business & Office			
Consumer & Homemaking			
Cooperative Education		9	
Disadvantaged	3.24	2	
Distributive Education	2.07	9	
Guidance	3.40	1	
Handicapped	0.52	13	
Industrial Arts	2.56	5	
Occupational Orientation	2.89	3	
Technical	2.61	4	
Trade & Industrial	2.34	7	
Health	2.01	11	
Current Position			0.38
Vocational teacher	2.47	2	
Vocational director	2.92	1	
State level supervisor	2.23	4	
SDVTE teacher educator	2.07	5	
Institutional teacher educator	1.90	6	
Other	2.34	3	
Highest Diploma or Degree			0.77
General Educational Development Test	2.06	6	
High School Diploma	2.24	5	
AA or AS Degree	1.98	7	
Baccalaureate Degree	2.57	2	
Master's Degree	2.37	4	
Specialist's Degree	3.24	1	
Doctor's Degree	2.53	3	
Other	1.58	8	
Type of Preservice Education			0.97
Noncredit workshops	1.88	5	
College (teacher education)	2.13	4	
College (other than teacher education)	2.48	2	
Other	2.84	1	
No Preservice education	2.27	3	

Appendix 27

Group Perceptions of Preservice Preparation Related to the Task of Presenting a Lesson Utilizing Audio Tape, Recordings, Radio or TV

Group	Mean	Rank	F
Service Area			0.81
Agriculture	2.48	2	
Business & Office	2.24	5	
Consumer & Homemaking	2.09	7	
Cooperative Education	1.72	11	
Disadvantaged	2.27	4	
Distributive Education	2.07	8	
Guidance	2.32	3	
Handicapped	0.00	13	
Industrial Arts	1.76	10	
Occupational Orientation	2.51	1	
Technical	1.96	9	
Trade & Industrial	2.10	6	
Health	1.41	12	
Current Position			1.13
Vocational teacher	2.06	3	
Vocational director	2.47	1	
State level supervisor	1.27	6	
SDVTE teacher educator	1.87	4	
Institutional teacher educator	1.50	5	
Other	2.32	2	
Highest Diploma or Degree			1.32
General Educational Development Test	1.55	6	
High School Diploma	1.97	4	
AA or AS Degree	1.84	5	
Baccalaureate Degree	2.45	2	
Master's Degree	1.98	3	
Specialist's Degree	1.08	8	
Doctor's Degree	3.07	1	
Other	1.38	7	
Type of Preservice Education			2.44*
Noncredit workshops	1.30	5	
College (teacher education)	1.74	3	
College (other than teacher education)	2.37	2	
Other	2.60	1	
No Preservice education	1.58	4	

*Significant at .05 level

Appendix 28

Group Perceptions of Preservice Preparation Related to the Task of Presenting a Lesson with Aid of Flannel Board or Flip Chart

Group	Mean	Rank	F
Service Area			3.00**
Agriculture	3.63	4	
Business & Office	3.04	9	
Consumer & Homemaking	4.34	1	
Cooperative Education	3.18	7	
Disadvantaged	3.36	6	
Distributive Education	2.57	13	
Guidance	3.17	8	
Handicapped	4.25	2	
Industrial Arts	3.77	3	
Occupational Orientation	3.38	5	
Technical	3.01	11	
Trade & Industrial	3.00	12	
Health	3.02	10	
Current Position			1.58
Vocational teacher	3.49	3	
Vocational director	4.40	1	
State level supervisor	2.80	5	
SDVTE teacher educator	3.57	2	
Institutional teacher educator	2.55	6	
Other	3.38	4	
Highest Diploma or Degree			0.40
General Educational Development Test	3.06	6	
High School Diploma	2.95	7	
AA or AS Degree	2.92	8	
Baccalaureate Degree	3.07	5	
Master's Degree	3.29	3	
Specialist's Degree	4.70	1	
Doctor's Degree	3.65	2	
Other	3.25	4	
Type of Preservice Education			3.30**
Noncredit workshops	2.74	5	
College (teacher education)	3.28	3	
College (other than teacher education)	3.86	2	
Other	4.11	1	
No Preservice education	2.83	4	

**Significant at .01 level

Appendix 29

Group Perceptions of Preservice Preparation

Related to the Task of Presenting a Lesson with the Aid of a Chalk Board

Group	Mean	Rank	F
Service Area			2.38**
Agriculture	4.26	4	
Business & Office	3.97	8	
Consumer & Homemaking	4.33	3	
Cooperative Education	3.64	12	
Disadvantaged	3.98	7	
Distributive Education	3.84	11	
Guidance	4.04	5	
Handicapped	4.76	1	
Industrial Arts	4.03	6	
Occupational Orientation	3.94	9	
Technical	4.41	2	
Trade & Industrial	3.54	13	
Health	3.90	10	
Current Position			0.82
Vocational teacher	4.13	2	
Vocational director	4.51	1	
State level supervisor	3.67	6	
SDVTE teacher educator	3.85	5	
Institutional teacher educator	4.02	4	
Other	4.10	3	
Highest Diploma or Degree			1.75
General Educational Development Test	4.34	3	
High School Diploma	[illegible]	2	
AA or AS Degree	[illegible]	5	
Baccalaureate Degree	3.80	4	
Master's Degree	3.76	7	
Specialist's Degree	4.70	1	
Doctor's Degree	3.76	7	
Other	3.77	6	
Type of Preservice Education			3.59**
Noncredit workshops	3.95	3	
College (teacher education)	4.50	1	
College (other than teacher education)	4.34	2	
Other	3.93	4	
No Preservice education	3.51	5	

**Significant at .01 level

Appendix 30

Group Perceptions of Preservice Preparation

Related to the Task of Directing Student Learning Laboratory Experiences

Group	Mean	Rank	F
Service Area			2.27**
Agriculture	3.75	7	
Business & Office	3.46	11	
Consumer & Homemaking	4.11	4	
Cooperative Education	3.61	10	
Disadvantaged	3.70	9	
Distributive Education	3.20	12	
Guidance	2.60	13	
Handicapped	4.81	1	
Industrial Arts	4.39	2	
Occupational Orientation	3.79	6	
Technical	4.15	3	
Trade & Industrial	3.75	7	
Health	3.97	5	
Current Position			0.42
Vocational teacher	3.82	2	
Vocational director	4.44	1	
State level supervisor	3.51	5	
SDVTE teacher educator	3.44	6	
Institutional teacher educator	3.82	2	
Other	3.72	4	
Highest Diploma or Degree			1.00
General Educational Development Test	3.17	8	
High School Diploma	3.83	4	
AA or AS Degree	4.09	2	
Baccalaureate Degree	3.74	6	
Master's Degree	3.76	5	
Specialist's Degree	4.36	1	
Doctor's Degree	3.87	3	
Other	3.50	7	
Type of Preservice Education			3.51**
Noncredit workshops	3.35	5	
College (teacher education)	4.09	2	
College (other than teacher education)	3.73	3	
Other	4.17	1	
No Preservice education	3.62	4	

**Significant at .01 level

Appendix 31

Group Perceptions of Preservice Preparation Related to the Task of Conducting Visits to Students' Homes for Instructional Purposes

Group	Mean	Rank	F
Service Area			3.39**
Agriculture	3.87	1	
Business & Office	2.22	12	
Consumer & Homemaking	2.32	11	
Cooperative Education	3.24	7	
Disadvantaged	3.58	4	
Distributive Education	2.61	9	
Guidance	3.74	2	
Handicapped	3.26	5	
Industrial Arts	3.25	6	
Occupational Orientation	3.70	3	
Technical	2.54	10	
Trade & Industrial	2.84	8	
Health	2.10	13	
Current Position			2.07
Vocational teacher	2.97	2	
Vocational director	5.00	1	
State level supervisor	2.95	3	
SDVTE teacher educator	2.06	6	
Institutional teacher educator	2.29	4	
Other	2.13	5	
Highest Diploma or Degree			0.81
General Educational Development Test	2.21	8	
High School Diploma	2.53	7	
AA or AS Degree	3.13	2	
Baccalaureate Degree	2.81	4	
Master's Degree	3.13	2	
Specialist's Degree	5.00	1	
Doctor's Degree	2.56	6	
Other	2.63	5	
Type of Preservice Education			1.47
Noncredit workshops	2.66	5	
College (teacher education)	3.20	2	
College (other than teacher education)	2.73	4	
Other	2.84	3	
No Preservice education	3.67	1	

**Significant at .01 level

Appendix 32

Group Perceptions of Preservice Preparation Related to the Task of Presenting Information through Team Teaching or Resource Persons

Group	Mean	Rank	F
Service Area			0.86
Agriculture	3.30	3	
Business & Office	2.70	11	
Consumer & Homemaking	3.22	4	
Cooperative Education	2.57	12	
Disadvantaged	2.78	10	
Distributive Education	3.02	6	
Guidance	2.92	9	
Handicapped	3.86	1	
Industrial Arts	3.18	5	
Occupational Orientation	3.32	2	
Technical	3.00	7	
Trade & Industrial	2.57	12	
Health	2.94	8	
Current Position			1.15
Vocational teacher	3.27	2	
Vocational director	3.91	1	
State level supervisor	2.52	6	
SDVTE teacher educator	2.77	5	
Institutional teacher educator	2.90	3	
Other	2.81	4	
Highest Diploma or Degree			0.85
General Educational Development Test	2.46	8	
High School Diploma	3.55	1	
AA or AS Degree	3.18	2	
Baccalaureate Degree	2.98	5	
Master's Degree	2.91	7	
Specialist's Degree	3.04	4	
Doctor's Degree	2.97	6	
Other	3.14	3	
Type of Preservice Education			0.78
Noncredit workshops	2.65	5	
College (teacher education)	2.98	3	
College (other than teacher education)	3.08	2	
Other	3.47	1	
No Preservice education	2.97	4	

Appendix 33

Group Perceptions of Preservice Preparation

Related to the Task of Providing Individualized Instruction

Group	Mean	Rank	F
Service Area			2.54**
Agriculture	4.06	6	
Business & Office	3.88	8	
Consumer & Homemaking	3.73	11	
Cooperative Education	4.13	3	
Disadvantaged	4.13	3	
Distributive Education	3.08	13	
Guidance	3.27	12	
Handicapped	4.12	5	
Industrial Arts	4.41	2	
Occupational Orientation	3.96	7	
Technical	4.72	1	
Trade & Industrial	3.78	10	
Health	3.80	9	
Current Position			1.43
Vocational teacher	4.02	2	
Vocational director	5.00	1	
State level supervisor	3.48	6	
SDVTE teacher educator	3.54	5	
Institutional teacher educator	3.66	4	
Other	3.75	3	
Highest Diploma or Degree			0.50
General Educational Development Test	3.76	8	
High School Diploma	4.15	2	
AA or AS Degree	3.87	5	
Baccalaureate Degree	3.84	6	
Master's Degree	3.78	7	
Specialist's Degree	3.88	4	
Doctor's Degree	4.25	1	
Other	3.91	3	
Type of Preservice Education			0.39
Noncredit workshops	3.95	3	
College (teacher education)	4.10	1	
College (other than teacher education)	4.00	2	
Other	3.94	4	
No Preservice education	3.67	5	

**Significant at .01 level

Appendix 34

Group Perceptions of Preservice Preparation Related to the Task of Drawing upon Student Experience in Presenting Instruction

Group	Mean	Rank	F
Service Area			1.36
Agriculture	3.45	9	
Business & Office	3.36	10	
Consumer & Homemaking	3.46	8	
Cooperative Education	3.58	4	
Disadvantaged	3.54	6	
Distributive Education	3.16	13	
Guidance	3.57	5	
Handicapped	4.31	1	
Industrial Arts	3.83	3	
Occupational Orientation	3.53	7	
Technical	4.27	2	
Trade & Industrial	3.36	10	
Health	3.35	12	
Current Position			3.43**
Vocational teacher	3.84	3	
Vocational director	4.39	1	
State level supervisor	3.91	2	
SDVTE teacher educator	1.93	6	
Institutional teacher educator	3.50	5	
Other	3.52	4	
Highest Diploma or Degree			0.25
General Educational Development Test	3.56	3	
High School Diploma	3.75	2	
AA or AS Degree	3.49	7	
Baccalaureate Degree	3.51	6	
Master's Degree	3.53	5	
Specialist's Degree	3.98	1	
Doctor's Degree	3.38	8	
Other	3.56	3	
Type of Preservice Education			2.79*
Noncredit workshops	3.39	4	
College (teacher education)	3.94	1	
College (other than teacher education)	3.61	3	
Other	3.81	2	
No Preservice education	3.24	5	

*Significant at .05 level
**Significant at .01 level

Appendix 35

Group Perceptions of Preservice Preparation Related to the Task of Presenting Information by the Problem Solving Method

Group	Mean	Rank	F
Service Area			1.25
Agriculture	3.14	10	
Business & Office	3.12	11	
Consumer & Homemaking	3.19	9	
Cooperative Education	3.20	8	
Disadvantaged	3.34	7	
Distributive Education	3.04	12	
Guidance	2.87	13	
Handicapped	4.03	2	
Industrial Arts	3.63	3	
Occupational Orientation	3.55	4	
Technical	4.11	1	
Trade & Industrial	3.45	5	
Health	3.38	6	
Current Position			1.02
Vocational teacher	3.57	3	
Vocational director	4.01	1	
State level supervisor	3.14	5	
SDVTE teacher educator	2.62	6	
Institutional teacher educator	3.40	4	
Other	3.59	2	
Highest Diploma or Degree			0.91
General Educational Development Test	2.94	8	
High School Diploma	3.65	2	
AA or AS Degree	3.25	5	
Baccalaureate Degree	3.25	5	
Master's Degree	3.40	4	
Specialist's Degree	3.83	1	
Doctor's Degree	3.60	3	
Other	3.18	7	
Type of Preservice Education			2.21
Noncredit workshops	3.31	4	
College (teacher education)	3.72	1	
College (other than teacher education)	3.64	2	
Other	3.61	3	
No Preservice education	2.65	5	

Appendix 36

Group Perceptions of Preservice Preparation Related to the Task of Presenting Information by Use of Simulated Experiences

Group	Mean	Rank	F
Service Area			1.40
Agriculture	3.82	8	
Business & Office	3.03	13	
Consumer & Homemaking	3.79	9	
Cooperative Education	3.69	11	
Disadvantaged	4.07	4	
Distributive Education	3.71	10	
Guidance	4.00	6	
Handicapped	4.72	1	
Industrial Arts	4.13	3	
Occupational Orientation	4.02	5	
Technical	4.42	2	
Trade & Industrial	3.84	7	
Health	3.68	12	
Current Position			1.30
Vocational teacher	4.00	2	
Vocational director	4.22	1	
State level supervisor	3.49	6	
SDVTE teacher educator	3.51	5	
Institutional teacher educator	3.62	4	
Other	3.66	3	
Highest Diploma or Degree			0.72
General Educational Development Test	3.50	7	
High School Diploma	3.82	3	
AA or AS Degree	3.66	5	
Baccalaureate Degree	3.60	6	
Master's Degree	3.86	2	
Specialist's Degree	5.00	1	
Doctor's Degree	3.48	8	
Other	3.82	3	
Type of Preservice Education			1.11
Noncredit workshops	3.70	4	
College (teacher education)	4.14	1	
College (other than teacher education)	4.12	2	
Other	3.98	3	
No Preservice education	3.63	5	

Appendix 37

Group Perceptions of Preservice Preparation Related to the Task of Presenting Information by Use of the Project Method

Group	Mean	Rank	F
Service Area			1.94*
Agriculture	3.65	9	
Business & Office	3.23	13	
Consumer & Homemaking	4.02	4	
Cooperative Education	3.63	10	
Disadvantaged	3.87	6	
Distributive Education	3.50	12	
Guidance	2.54	11	
Handicapped	4.87	1	
Industrial Arts	4.25	2	
Occupational Orientation	3.69	7	
Technical	4.01	5	
Trade & Industrial	4.09	3	
Health	3.66	8	
Current Position			0.62
Vocational teacher	3.82	2	
Vocational director	4.75	1	
State level supervisor	3.64	4	
SDVTE teacher educator	3.12	6	
Institutional teacher educator	3.80	3	
Other	3.60	5	
Highest Diploma or Degree			1.08
General Educational Development Test	3.30	7	
High School Diploma	3.73	4	
AA or AS Degree	3.46	6	
Baccalaureate Degree	3.58	5	
Master's Degree	3.77	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.97	2	
Other	3.12	8	
Type of Preservice Education			2.35
Noncredit workshops	3.35	5	
College (teacher education)	4.01	1	
College (other than teacher education)	3.93	3	
Other	3.97	2	
No Preservice education	3.68	4	

*Significant at the .05 level

Appendix 38

Group Perceptions of Preservice Preparation Related to the Task of Presenting Information by Use of the Case Study Method

Group	Mean	Rank	F
Service Area			0.98
Agriculture	2.99	12	
Business & Office	3.00	11	
Consumer & Homemaking	3.40	7	
Cooperative Education	3.50	5	
Disadvantaged	3.24	9	
Distributive Education	3.27	8	
Guidance	2.76	13	
Handicapped	4.25	1	
Industrial Arts	3.42	6	
Occupational Orientation	3.54	4	
Technical	4.00	2	
Trade & Industrial	3.23	10	
Health	3.84	3	
Current Position			0.86
Vocational teacher	3.57	2	
Vocational director	4.13	1	
State level supervisor	3.17	5	
SDVTE teacher educator	3.35	3	
Institutional teacher educator	3.22	4	
Other	3.08	6	
Highest Diploma or Degree			0.88
General Educational Development Test	2.84	8	
High School Diploma	3.04	5	
AA or AS Degree	3.38	3	
Baccalaureate Degree	3.03	6	
Master's Degree	3.43	2	
Specialist's Degree	5.00	1	
Doctor's Degree	3.26	4	
Other	3.03	6	
Type of Preservice Education			1.01
Noncredit workshops	3.31	4	
College (teacher education)	3.70	1	
College (other than teacher education)	3.34	3	
Other	3.53	2	
No Preservice education	3.22	5	

Appendix 39

Group Perceptions of Preservice Preparation Related to the Task of Utilizing Unplanned Classroom or Shop Incidents as a Basis for Presenting Related Information

Group	Mean	Rank	F
Service Area			1.13
Agriculture	3.44	11	
Business & Office	3.51	10	
Consumer & Homemaking	3.77	6	
Cooperative Education	3.72	7	
Disadvantaged	3.67	8	
Distributive Education	3.04	13	
Guidance	4.69	1	
Handicapped	4.67	2	
Industrial Arts	3.89	5	
Occupational Orientation	4.01	4	
Technical	4.18	3	
Trade & Industrial	3.64	9	
Health	3.28	12	
Current Position			0.81
Vocational teacher	3.85	3	
Vocational director	4.06	2	
State level supervisor	3.70	4	
SDVTE teacher educator	4.29	1	
Institutional teacher educator	3.26	6	
Other	3.68	5	
Highest Diploma or Degree			0.36
General Educational Development Test	3.79	2	
High School Diploma	3.79	2	
AA or AS Degree	3.59	6	
Baccalaureate Degree	3.66	4	
Master's Degree	3.62	5	
Specialist's Degree	5.00	1	
Doctor's Degree	3.20	8	
Other	3.58	7	
Type of Preservice Education			0.76
Noncredit workshops	3.54	4	
College (teacher education)	3.92	2	
College (other than teacher education)	3.84	3	
Other	4.08	1	
No Preservice education	3.65	5	

Appendix 40

Group Perceptions of Preservice Preparation Related to the Task of Evaluating Text and Reference Materials to Meet Course Objectives

Group	Mean	Rank	F
Service Area			0.61
Agriculture	3.83	4	
Business & Office	3.61	8	
Consumer & Homemaking	3.66	7	
Cooperative Education	3.58	9	
Disadvantaged	3.72	6	
Distributive Education	3.28	11	
Guidance	3.24	13	
Handicapped	4.09	1	
Industrial Arts	3.73	5	
Occupational Orientation	3.84	3	
Technical	3.96	2	
Trade & Industrial	3.57	10	
Health	3.27	12	
Current Position			1.35
Vocational teacher	3.67	3	
Vocational director	4.88	1	
State level supervisor	3.33	5	
SDVTE teacher educator	2.63	6	
Institutional teacher educator	3.52	4	
Other	3.84	2	
Highest Diploma or Degree			0.47
General Educational Development Test	3.67	4	
High School Diploma	3.79	2	
AA or AS Degree	3.67	4	
Baccalaureate Degree	3.45	8	
Master's Degree	3.69	3	
Specialist's Degree	3.92	1	
Doctor's Degree	3.48	7	
Other	3.49	6	
Type of Preservice Education			1.69
Noncredit workshops	3.41	5	
College (teacher education)	3.94	1	
College (other than teacher education)	3.73	2	
Other	3.56	4	
No Preservice education	3.59	3	

Appendix 41

Group Perceptions of Preservice Preparation

Related to the Task of Establishing Evaluative Criteria

for Lessons, Units or Courses

Group	Mean	Rank	F
Service Area			1.03
Agriculture	3.53	5	
Business & Office	3.43	7	
Consumer & Homemaking	3.64	4	
Cooperative Education	3.40	9	
Disadvantaged	3.22	13	
Distributive Education	3.27	12	
Guidance	3.50	6	
Handicapped	4.02	2	
Industrial Arts	3.41	8	
Occupational Orientation	3.69	3	
Technical	4.08	1	
Trade & Industrial	3.33	10	
Health	3.28	11	
Current Position			1.17
Vocational teacher	3.61	2	
Vocational director	4.58	1	
State level supervisor	3.23	5	
SDVTE teacher educator	2.60	6	
Institutional teacher educator	3.53	4	
Other	3.60	3	
Highest Diploma or Degree			0.70
General Educational Development Test	3.67	3	
High School Diploma	3.70	2	
AA or AS Degree	3.55	5	
Baccalaureate Degree	3.46	6	
Master's Degree	3.65	4	
Specialist's Degree	3.98	1	
Doctor's Degree	3.07	8	
Other	3.11	7	
Type of Preservice Education			2.77*
Noncredit workshops	3.26	5	
College (teacher education)	3.90	1	
College (other than teacher education)	3.55	2	
Other	3.50	3	
No Preservice education	3.42	4	

*Significant at .05 level

Appendix 42

Group Perceptions of Preservice Preparation Related to the Task of Selecting Measures Appropriate to Evaluative Criteria

Group	Mean	Rank	F
Service Area			0.81
Agriculture	3.30	5	
Business & Office	3.21	7	
Consumer & Homemaking	3.51	2	
Cooperative Education	3.19	8	
Disadvantaged	3.10	11	
Distributive Education	3.17	9	
Guidance	2.89	13	
Handicapped	3.50	3	
Industrial Arts	3.29	6	
Occupational Orientation	3.50	3	
Technical	3.79	1	
Trade & Industrial	3.17	9	
Health	3.10	11	
Current Position			0.77
Vocational teacher	3.31	2	
Vocational director	4.33	1	
State level supervisor	2.94	5	
SDVTE teacher educator	2.62	6	
Institutional teacher educator	3.20	4	
Other	3.31	2	
Highest Diploma or Degree			0.44
General Educational Development Test	3.35	5	
High School Diploma	3.58	1	
AA or AS Degree	3.41	3	
Baccalaureate Degree	3.41	3	
Master's Degree	3.47	2	
Specialist's Degree	3.00	7	
Doctor's Degree	3.03	6	
Other			
Type of Preservice Education			2.68*
Noncredit workshops	2.90	5	
College (teacher education)	3.61	1	
College (other than teacher education)	3.34	3	
Other	3.35	2	
No Preservice education	3.23	4	

*Significant at .05 level

Appendix 43

Group Perceptions of Preservice Preparation

Related to the Task of Formulating Valid Test Questions

Group	Mean	Rank	F
Service Area			1.12
Agriculture	3.58	9	
Business & Office	3.48	10	
Consumer & Homemaking	3.68	5	
Cooperative Education	3.67	6	
Disadvantaged	3.62	8	
Distributive Education	3.64	7	
Guidance	2.54	13	
Handicapped	4.16	1	
Industrial Arts	3.79	4	
Occupational Orientation	3.87	3	
Technical	4.0[illegible]	2	
Trade & Industrial	3.40	11	
Health	3.09	12	
Current Position			2.18
Vocational teacher	3.80	2	
Vocational director	4.53	1	
State level supervisor	3.05	5	
SDVTE teacher educator	2.92	6	
Institutional teacher educator	3.56	4	
Other	3.62	3	
Highest Diploma or Degree			0.53
General Educational Development Test	3.91	1	
High School Diploma	3.81	2	
AA or AS Degree	3.45	5	
Baccalaureate Degree	3.54	4	
Master's Degree	3.41	6	
Specialist's Degree	3.79	3	
Doctor's Degree	3.39	7	
Other	3.33	8	
Type of Preservice Education			2.50*
Noncredit workshops	3.46	3	
College (teacher education)	3.99	1	
College (other than teacher education)	3.67	2	
Other	3.36	5	
No Preservice education	3.43	4	

*Significant at .05 level

Appendix 44

Group Perceptions of Preservice Preparation

Related to the Task of Formulating a System of Grading

Consistent with School Policy

Group	Mean	Rank	F
Service Area			2.13*
Agriculture	3.65	8	
Business & Office	3.65	8	
Consumer & Homemaking	3.78	6	
Cooperative Education	3.78	6	
Disadvantaged	3.93	4	
Distributive Education	3.19	11	
Guidance	3.10	12	
Handicapped	4.84	1	
Industrial Arts	3.94	3	
Occupational Orientation	3.85	5	
Technical	4.17	2	
Trade & Industrial	3.29	10	
Health	3.10	12	
Current Position			2.09
Vocational teacher	4.12	1	
Vocational director	3.73	3	
State level supervisor	3.48	5	
SDVTE teacher educator	3.40	6	
Institutional teacher educator	3.84	2	
Other	3.71	4	
Highest Diploma or Degree			0.63
General Educational Development Test	4.04	1	
High School Diploma	3.92	2	
AA or AS Degree	3.62	5	
Baccalaureate Degree	3.55	7	
Master's Degree	3.48	8	
Specialist's Degree	3.67	4	
Doctor's Degree	3.81	3	
Other	3.61	6	
Type of Preservice Education			2.10
Noncredit workshops	3.71	2	
College (teacher education)	4.08	1	
College (other than teacher education)	3.70	3	
Other	3.69	4	
No Preservice education	3.38	5	

*Significant at .05 level

Appendix 45

Group Perceptions of Preservice Preparation Related to the Task of Evaluating Students' Progress in Class, Home and Laboratory Assignments

Group	Mean	Rank	F
Service Area			1.68
Agriculture	4.03	5	
Business & Office	3.96	8	
Consumer & Homemaking	4.02	6	
Cooperative Education	3.95	9	
Disadvantaged	3.93	10	
Distributive Education	3.32	13	
Guidance	3.40	12	
Handicapped	4.18	3	
Industrial Arts	4.11	4	
Occupational Orientation	4.30	2	
Technical	4.50	1	
Trade & Industrial	3.73	11	
Health	4.00	7	
Current Position			1.14
Vocational teacher	4.13	2	
Vocational director	4.97	1	
State level supervisor	3.67	6	
SDVTE teacher educator	3.71	5	
Institutional teacher educator	3.83	4	
Other	3.88	3	
Highest Diploma or Degree			0.90
General Educational Development Test	4.21	2	
High School Diploma	4.08	3	
AA or AS Degree	3.94	4	
Baccalaureate Degree	3.73	7	
Master's Degree	3.57	8	
Specialist's Degree	4.94	1	
Doctor's Degree	3.89	5	
Other	3.89	5	
Type of Preservice Education			1.74
Noncredit workshops	4.09	2	
College (teacher education)	4.38	1	
College (other than teacher education)	4.07	3	
Other	3.89	4	
No Preservice education	3.74	5	

Appendix 46

Group Perceptions of Preservice Preparation Related to the Task of Evaluating Own Teaching Methods and Techniques

Group	Mean	Rank	F
Service Area			1.37
Agriculture	3.55	7	
Business & Office	3.44	8	
Consumer & Homemaking	3.58	5	
Cooperative Education	3.37	9	
Disadvantaged	3.69	3	
Distributive Education	3.15	11	
Guidance	2.17	13	
Handicapped	4.75	1	
Industrial Arts	3.75	2	
Occupational Orientation	3.56	6	
Technical	3.62	4	
Trade & Industrial	3.32	10	
Health	3.03	12	
Current Position			2.01
Vocational teacher	3.80	2	
Vocational director	3.81	1	
State level supervisor	3.11	5	
SDVTE teacher educator	3.09	6	
Institutional teacher educator	3.32	4	
Other	3.61	3	
Highest Diploma or Degree			1.08
General Educational Development Test	3.32	5	
High School Diploma	3.74	1	
AA or AS Degree	3.47	4	
Baccalaureate Degree	3.21	8	
Master's Degree	3.27	6	
Specialist's Degree	3.66	3	
Doctor's Degree	3.73	2	
Other	3.27	6	
Type of Preservice Education			2.51*
Noncredit workshops	3.17	5	
College (teacher education)	3.78	1	
College (other than teacher education)	3.47	2	
Other	3.46	3	
No Preservice education	3.42	4	

*Significant at .05 level

Appendix 47

Group Perceptions of Preservice Preparation

Related to the Task of Interpreting Evaluation Data

for Students and for Parents

Group	Mean	Rank	F
Service Area			0.90
Agriculture	3.67	9	
Business & Office	3.53	11	
Consumer & Homemaking	3.77	7	
Cooperative Education	3.84	6	
Disadvantaged	3.77	7	
Distributive Education	3.29	12	
Guidance	2.76	13	
Handicapped	5.00	1	
Industrial Arts	3.96	2	
Occupational Orientation	3.90	4	
Technical	3.95	3	
Trade & Industrial	3.63	10	
Health	3.88	5	
Current Position			1.05
Vocational teacher	3.83	2	
Vocational director	5.00	1	
State level supervisor	3.45	4	
SDVTE teacher educator	3.32	6	
Institutional teacher educator	3.40	5	
Other	3.59	3	
Highest Diploma or Degree			0.88
General Educational Development Test	3.34	8	
High School Diploma	3.67	4	
AA or AS Degree	3.54	5	
Baccalaureate Degree	3.40	6	
Master's Degree	3.71	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.88	2	
Other	3.39	7	
Type of Preservice Education			2.31
Noncredit workshops	3.53	5	
College (teacher education)	4.12	1	
College (other than teacher education)	3.74	2	
Other	3.72	3	
No Preservice education	3.72	3	

Appendix 48

Group Perceptions of Preservice Preparation

Related to the Task of Establishing Criteria and Methods

for Classroom or Shop Laboratory Performance

Group	Mean	Rank	F
Service Area			1.26
Agriculture	3.68	7	
Business & Office	3.46	11	
Consumer & Homemaking	3.73	6	
Cooperative Education	3.61	9	
Disadvantaged	3.75	5	
Distributive Education	3.00	13	
Guidance	3.01	12	
Handicapped	4.71	1	
Industrial Arts	3.91	4	
Occupational Orientation	3.92	3	
Technical	4.08	2	
Trade & Industrial	3.65	8	
Health	3.61	9	
Current Position			0.48
Vocational teacher	3.66	2	
Vocational director	4.67	1	
State level supervisor	3.52	4	
SDVTE teacher educator	3.32	6	
Institutional teacher educator	3.39	5	
Other	3.64	3	
Highest Diploma or Degree			0.84
General Educational Development Test	3.43	7	
High School Diploma	3.97	2	
AA or AS Degree	3.72	4	
Baccalaureate Degree	3.58	6	
Master's Degree	3.69	5	
Specialist's Degree	4.17	1	
Doctor's Degree	3.73	3	
Other	3.30	8	
Type of Preservice Education			3.26*
Noncredit workshops	3.42	5	
College (teacher education)	4.11	1	
College (other than teacher education)	3.81	2	
Other	3.67	3	
No Preservice education	3.49	4	

*Significant at .05 level

Appendix 49

Group Perceptions of Preservice Preparation

Related to the Task of Evaluating Standardized Test Results

Group	Mean	Rank	F
Service Area			1.04
Agriculture	3.26	9	
Business & Office	3.50	4	
Consumer & Homemaking	2.81	12	
Cooperative Education	3.00	11	
Disadvantaged	3.31	8	
Distributive Education	2.75	13	
Guidance	3.80	2	
Handicapped	4.93	1	
Industrial Arts	3.68	3	
Occupational Orientation	3.37	7	
Technical	3.49	5	
Trade & Industrial	3.25	10	
Health	3.39	6	
Current Position			2.26*
Vocational teacher	3.51	2	
Vocational director	5.00	1	
State level supervisor	2.54	6	
SDVTE teacher educator	2.97	4	
Institutional teacher educator	2.98	3	
Other	2.94	5	
Highest Diploma or Degree			1.09
General Educational Development Test	3.10	7	
High School Diploma	3.37	5	
AA or AS Degree	3.66	2	
Baccalaureate Degree	3.40	4	
Master's Degree	3.53	3	
Specialist's Degree	4.91	1	
Doctor's Degree	3.11	6	
Other	2.31	8	
Type of Preservice Education			0.66
Noncredit workshops	3.04	5	
College (teacher education)	3.44	3	
College (other than teacher education)	3.36	4	
Other	3.59	2	
No Preservice education	3.[illegible]	1	

*Significant at .05 level

Appendix 50

Group Perceptions of Preservice Preparation

Related to the Task of Presenting Occupational Information

Group	Mean	Rank	F
Service Area			1.55
Agriculture	3.10	12	
Business & Office	3.17	11	
Consumer & Homemaking	3.04	13	
Cooperative Education	3.60	5	
Disadvantaged	3.38	8	
Distributive Education	3.29	9	
Guidance	3.56	6	
Handicapped	4.87	1	
Industrial Arts	3.29	9	
Occupational Orientation	3.79	3	
Technical	3.82	2	
Trade & Industrial	3.75	4	
Health	3.49	7	
Current Position			2.60*
Vocational teacher	3.93	2	
Vocational director	4.54	1	
State level supervisor	3.01	5	
SDVTE teacher educator	2.70	6	
Institutional teacher educator	3.48	4	
Other	3.64	3	
Highest Diploma or Degree			0.67
General Educational Development Test	2.83	8	
High School Diploma	3.40	5	
AA or AS Degree	3.63	2	
Baccalaureate Degree	3.37	6	
Master's Degree	3.51	4	
Specialist's Degree	4.74	1	
Doctor's Degree	3.62	3	
Other	3.31	7	
Type of Preservice Education			0.79
Noncredit workshops	3.35	4	
College (teacher education)	3.70	2	
College (other than teacher education)	3.82	1	
Other	3.54	3	
No Preservice education	3.35	4	

*Significant at .05 level

Appendix 51

Group Perceptions of Preservice Preparation

Related to the Task of Developing Student Selection Criteria

Group	Mean	Rank	F
Service Area			1.36
Agriculture	3.38	6	
Business & Office	2.99	11	
Consumer & Homemaking	2.92	12	
Cooperative Education	3.70	2	
Disadvantaged	3.53	4	
Distributive Education	3.21	8	
Guidance	2.72	13	
Handicapped	4.58	1	
Industrial Arts	3.47	5	
Occupational Orientation	3.66	3	
Technical	3.21	8	
Trade & Industrial	3.36	7	
Health	3.03	10	
Current Position			1.38
Vocational teacher	3.58	2	
Vocational director	4.50	1	
State level supervisor	2.98	5	
SDVTE teacher educator	2.76	6	
Institutional teacher educator	3.15	4	
Other	3.22	3	
Highest Diploma or Degree			1.34
General Educational Development Test	2.33	8	
High School Diploma	3.23	5	
AA or AS Degree	3.36	3	
Baccalaureate Degree	3.07	6	
Master's Degree	3.31	4	
Specialist's Degree	3.94	1	
Doctor's Degree	3.76	2	
Other	2.93	7	
Type of Preservice Education			2.83*
Noncredit workshops	2.79	5	
College (teacher education)	3.61	1	
College (other than teacher education)	3.58	2	
Other	3.58	2	
No Preservice education	3.26	4	

*Significant at .05 level

Appendix 52

Group Perceptions of Preservice Preparation

Related to the Task of Interviewing Students and Parents

Group	Mean	Rank	F
Service Area			1.13
Agriculture	3.81	7	
Business & Office	3.29	13	
Consumer & Homemaking	3.41	12	
Cooperative Education	4.05	4	
Disadvantaged	3.48	10	
Distributive Education	3.72	8	
Guidance	4.19	1	
Handicapped	3.90	6	
Industrial Arts	3.43	11	
Occupational Orientation	4.14	2	
Technical	4.10	3	
Trade & Industrial	3.53	9	
Health	4.04	5	
Current Position			1.59
Vocational teacher	3.80	2	
Vocational director	5.00	1	
State level supervisor	3.02	6	
SDVTE teacher educator	3.19	5	
Institutional teacher educator	3.43	4	
Other	3.55	3	
Highest Diploma or Degree			0.55
General Educational Development Test	3.47	6	
High School Diploma	3.53	5	
AA or AS Degree	3.73	2	
Baccalaureate Degree	3.46	7	
Master's Degree	3.70	3	
Specialist's Degree	4.46	1	
Doctor's Degree	3.69	4	
Other	3.15	8	
Type of Preservice Education			0.24
Noncredit workshops	3.59	5	
College (teacher education)	3.79	2	
College (other than teacher education)	3.77	3	
Other	3.98	1	
No Preservice education	3.73	4	

Appendix 53

Group Perceptions of Preservice Preparation

Related to the Task of Counseling Students

Group	Mean	Rank	F
Service Area			0.73
Agriculture	3.62	9	
Business & Office	3.64	8	
Consumer & Homemaking	3.57	12	
Cooperative Education	4.01	5	
Disadvantaged	3.67	6	
Distributive Education	3.62	9	
Guidance	4.83	1	
Handicapped	4.19	2	
Industrial Arts	3.60	11	
Occupational Orientation	4.08	3	
Technical	4.05	4	
Trade & Industiral	3.41	13	
Health	3.67	6	
Current Position			0.67
Vocational teacher	3.75	3	
Vocational director	5.00	1	
State level supervisor	3.32	5	
SDVTE teacher educator	3.25	6	
Institutional teacher educator	3.78	2	
Other	3.64	4	
Highest Diploma or Degree			0.49
General Educational Development Test	3.47	7	
High School Diploma	3.82	2	
AA or AS Degree	3.82	2	
Baccalaureate Degree	3.69	5	
Master's Degree	3.80	4	
Specialist's Degree	5.00	1	
Doctor's Degree	3.10	8	
Other	3.67	6	
Type of Preservice Education			0.48
Noncredit workshops	3.82	3	
College (teacher education)	3.96	2	
College (other than teacher education)	3.76	4	
Other	4.17	1	
No Preservice education	3.50	5	

Appendix 54

Group Perceptions of Preservice Preparation

Related to the Task of Interpreting Student Cumulative Records

Group	Mean	Rank	F
Service Area			0.92
Agriculture	3.13	9	
Business & Office	3.13	9	
Consumer & Homemaking	3.38	7	
Cooperative Education	3.39	6	
Disadvantaged	3.57	4	
Distributive Education	3.04	11	
Guidance	4.37	2	
Handicapped	4.63	1	
Industrial Arts	3.23	8	
Occupational Orientation	3.55	5	
Technical	3.81	3	
Trade & Industiral	3.01	12	
Health	2.99	13	
Current Position			1.43
Vocational teacher	3.75	2	
Vocational director	4.26	1	
State level supervisor	2.90	6	
SDVTE teacher educator	2.98	5	
Institutional teacher educator	3.49	3	
Other	3.48	4	
Highest Diploma or Degree			1.40
General Educational Development Test	2.60	8	
High School Diploma	3.60	3	
AA or AS Degree	3.75	2	
Baccalaureate Degree	3.29	5	
Master's Degree	3.37	4	
Specialist's Degree	5.00	1	
Doctor's Degree	3.13	6	
Other	2.92	7	
Type of Preservice Education			0.75
Noncredit workshops	3.15	5	
College (teacher education)	3.50	3	
College (other than teacher education)	3.37	4	
Other	3.84	1	
No Preservice education	3.54	2	

Appendix 55

Group Perceptions of Preservice Preparation Related to the Task of Assisting Students with Personal, Social and Scholastic Problems

Group	Mean	Rank	F
Service Area			0.86
Agriculture	3.65	9	
Business & Office	3.28	11	
Consumer & Homemaking	3.67	8	
Cooperative Education	3.90	4	
Disadvantaged	3.79	5	
Distributive Education	3.25	12	
Guidance	4.14	2	
Handicapped	4.24	1	
Industrial Arts	3.70	6	
Occupational Orientation	4.07	3	
Technical	3.69	7	
Trade & Industrial	3.38	10	
Health	3.12	13	
Current Position			0.69
Vocational teacher	3.92	2	
Vocational director	4.25	1	
State level supervisor	3.74	3	
SDVTE teacher educator	3.02	6	
Institutional teacher educator	3.52	5	
Other	3.65	4	
Highest Diploma or Degree			0.37
General Educational Development Test	3.14	8	
High School Diploma	3.60	2	
AA or AS Degree	3.54	4	
Baccalaureate Degree	3.53	5	
Master's Degree	3.58	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.52	6	
Other	3.41	7	
Type of Preservice Education			0.36
Noncredit workshops	3.46	5	
College (teacher education)	3.60	4	
College (other than teacher education)	3.70	3	
Other	3.92	1	
No Preservice education	3.74	2	

Appendix 56

Group Perceptions of Preservice Preparation

Related to the Task of Making Recommendations for Employment of Students

Group	Mean	Rank	F
Service Area			1.10
Agriculture	3.92	6	
Business & Office	3.89	9	
Consumer & Homemaking	3.49	13	
Cooperative Education	4.24	1	
Disadvantaged	3.78	10	
Distributive Education	3.92	6	
Guidance	3.91	8	
Handicapped	4.20	2	
Industrial Arts	3.66	12	
Occupational Orientation	4.11	4	
Technical	4.16	3	
Trade & Industrial	3.98	5	
Health	3.76	11	
Current Position			1.50
Vocational teacher	3.86	3	
Vocational director	5.00	1	
State level supervisor	3.46	4	
SDVTE teacher educator	3.34	5	
Institutional teacher educator	3.30	6	
Other	3.95	2	
Highest Diploma or Degree			0.85
General Educational Development Test	3.84	5	
High School Diploma	4.09	2	
AA or AS Degree	3.72	6	
Baccalaureate Degree	3.55	7	
Master's Degree	3.52	8	
Specialist's Degree	4.77	1	
Doctor's Degree	3.92	4	
Other	4.00	3	
Type of Preservice Education			0.87
Noncredit workshops	3.90	3	
College (teacher education)	4.10	2	
College (other than teacher education)	4.25	1	
Other	3.89	4	
No Preservice education	3.47	5	

Appendix 57

Group Perceptions of Preservice Preparation

Related to the Task of Collecting Relevant Student Data

Group	Mean	Rank	F
Service Area			0.66
Agriculture	3.40	9	
Business & Office	3.54	7	
Consumer & Homemaking	3.36	11	
Cooperative Education	3.79	4	
Disadvantaged	3.70	5	
Distributive Education	3.34	13	
Guidance	3.96	1	
Handicapped	3.49	8	
Industrial Arts	3.58	6	
Occupational Orientation	3.89	2	
Technical	3.83	3	
Trade & Industrial	3.36	11	
Health	3.40	9	
Current Position			0.72
Vocational teacher	3.73	2	
Vocational director	4.37	1	
State level supervisor	3.34	5	
SDVTE teacher educator	3.11	6	
Institutional teacher educator	3.37	4	
Other	3.60	3	
Highest Diploma or Degree			0.57
General Educational Development Test	3.30	7	
High School Diploma	3.43	5	
AA or AS Degree	3.53	3	
Baccalaureate Degree	3.22	8	
Master's Degree	3.50	4	
Specialist's Degree	4.78	1	
Doctor's Degree	3.54	2	
Other	3.41	6	
Type of Preservice Education			1.40
Noncredit workshops	3.26	5	
College (teacher education)	3.81	1	
College (other than teacher education)	3.72	2	
Other	3.72	2	
No Preservice education	3.44	4	

Appendix 58

Group Perceptions of Preservice Preparation Related to the Task of Determining Supply, Materials, Equipment and Facility Needs

Group	Mean	Rank	F
Service Area			1.82
Agriculture	3.49	9	
Business & Office	3.34	10	
Consumer & Homemaking	3.71	5	
Cooperative Education	3.59	8	
Disadvantaged	4.10	2	
Distributive Education	3.16	11	
Guidance	3.12	12	
Handicapped	4.81	1	
Industrial Arts	3.68	6	
Occupational Orientation	3.76	3	
Technical	3.65	7	
Trade & Industrial	3.73	4	
Health	2.59	13	
Current Position			3.26**
Vocational teacher	3.94	2	
Vocational director	3.81	3	
State level supervisor	3.01	6	
SDVTE teacher educator	3.08	5	
Institutional teacher educator	4.05	1	
Other	3.68	4	
Highest Diploma or Degree			0.37
General Educational Development Test	3.39	7	
High School Diploma	3.82	1	
AA or AS Degree	3.65	3	
Baccalaureate Degree	3.57	6	
Master's Degree	3.63	4	
Specialist's Degree	3.82	1	
Doctor's Degree	3.28	8	
Other	3.60	5	
Type of Preservice Education			1.11
Noncredit Workshops	3.26	5	
College (teacher education)	3.69	2	
College (other than teacher education)	3.68	3	
Other	3.72	1	
No Preservice education	3.63	4	

**Significant at .01 level

Appendix 59

Group Perceptions of Preservice Preparation

Related to the Task of Preparing Requisitions for Supplies,

Tools, Materials and Equipment

Group	Mean	Rank	F
Service Area			1.16
Agriculture	3.77	10	
Business & Office	4.19	5	
Consumer & Homemaking	4.02	7	
Cooperative Education	3.90	9	
Disadvantaged	4.60	2	
Distributive Education	3.34	13	
Guidance	3.65	11	
Handicapped	5.00	1	
Industrial Arts	4.22	4	
Occupational Orientation	3.97	8	
Technical	4.23	3	
Trade & Industrial	4.04	6	
Health	3.39	12	
Current Position			1.34
Vocational teacher	3.88	4	
Vocational director	5.00	1	
State level supervisor	3.22	6	
SDVTE teacher educator	3.84	5	
Institutional teacher educator	4.05	2	
Other	4.04	3	
Highest Diploma or Degree			0.88
General Educational Development Test	4.25	2	
High School Diploma	4.54	1	
AA or AS Degree	4.04	5	
Baccalaureate Degree	3.92	6	
Master's Degree	4.08	4	
Specialist's Degree	4.15	3	
Doctor's Degree	3.44	8	
Other	3.83	7	
Type of Preservice Education			0.21
Noncredit workshops	3.93	4	
College (teacher education)	4.00	3	
College (other than teacher education)	3.87	5	
Other	4.18	1	
No Preservice education	4.17	2	

Appendix 60

Group Perceptions of Preservice Preparation Related to the Task of Maintaining Inventory of Supplies, Material and Equipment

Group	Mean	Rank	F
Service Area			1.68
Agriculture	3.85	8	
Business & Office	3.95	4	
Consumer & Homemaking	3.90	6	
Cooperative Education	3.60	10	
Disadvantaged	4.12	2	
Distributive Education	3.18	12	
Guidance	3.24	11	
Handicapped	3.65	9	
Industrial Arts	4.22	1	
Occupational Orientation	3.92	5	
Technical	4.06	3	
Trade & Industrial	3.87	7	
Health	2.81	13	
Current Position			3.13**
Vocational teacher	3.92	2	
Vocational director	4.86	1	
State level supervisor	2.79	6	
SDVTE teacher educator	3.92	2	
Institutional teacher educator	3.74	4	
Other	3.73	5	
Highest Diploma or Degree			0.82
General Educational Development Test	3.79	5	
High School Diploma	4.36	1	
AA or AS Degree	3.82	3	
Baccalaureate Degree	3.90	2	
Master's Degree	3.82	3	
Specialist's Degree	3.69	6	
Doctor's Degree	3.65	7	
Other	3.60	8	
Type of Preservice Education			0.36
Noncredit workshops	3.60	5	
College (teacher education)	3.83	4	
College (other than teacher education)	3.92	1	
Other	3.89	3	
No Preservice education	3.91	2	

**Significant at .01 level

Appendix 61

Group Perceptions of Preservice Preparation Related to the Task of Maintaining Tools and Equipment

Group	Mean	Rank	F
Service Area			1.28
Agriculture	4.16	6	
Business & Office	3.72	10	
Consumer & Homemaking	4.22	3	
Cooperative Education	4.05	9	
Disadvantaged	4.17	5	
Distributive Education	3.65	11	
Guidance	3.10	13	
Handicapped	4.94	1	
Industrial Arts	4.20	4	
Occupational Orientation	4.06	8	
Technical	4.33	2	
Trade & Industrial	4.13	7	
Health	3.38	12	
Current Position			0.87
Vocational teacher	3.98	3	
Vocational director	4.73	1	
State level supervisor	3.49	6	
SDVTE teacher educator	3.93	4	
Institutional teacher educator	4.08	2	
Other	3.89	5	
Highest Diploma or Degree			0.66
General Educational Development Test	3.82	7	
High School Diploma	4.35	1	
AA or AS Degree	3.82	7	
Baccalaureate Degree	4.01	4	
Master's Degree	4.03	3	
Specialist's Degree	4.27	2	
Doctor's Degree	3.88	6	
Other	3.98	5	
Type of Preservice Education			1.18
Noncredit workshops	3.67	5	
College (teacher education)	4.09	2	
College (other than teacher education)	4.08	3	
Other	4.29	1	
No Preservice education	3.96	4	

Appendix 62

Group Perceptions of Preservice Preparation Related to the Task of Development and Implementation of Safety Procedures

Group	Mean	Rank	F
Service Area			2.21**
Agriculture	3.78	8	
Business & Office	3.37	11	
Consumer & Homemaking	4.00	7	
Cooperative Education	3.52	10	
Disadvantaged	4.04	5	
Distributive Education	3.03	12	
Guidance	2.19	13	
Handicapped	4.77	1	
Industrial Arts	4.05	3	
Occupational Orientation	4.01	6	
Technical	4.11	2	
Trade & Industrial	4.05	3	
Health	3.59	9	
Current Position			0.67
Vocational teacher	3.69	4	
Vocational director	4.41	1	
State level supervisor	3.23	6	
SDVTE teacher educator	3.75	2	
Institutional teacher educator	3.70	3	
Other	3.62	5	
Highest Diploma or Degree			0.55
General Educational Development Test	3.55	7	
High School Diploma	4.04	1	
AA or AS Degree	3.58	6	
Baccalaureate Degree	3.83	4	
Master's Degree	3.85	3	
Specialist's Degree	3.44	8	
Doctor's Degree	3.64	5	
Other	3.90	2	
Type of Preservice Education			1.44
Noncredit workshops	3.53	4	
College (teacher education)	3.96	2	
College (other than teacher education)	3.69	3	
Other	4.02	1	
No Preservice education	3.45	5	

**Significant at .01 level

Appendix 63

Group Perceptions of Preservice Preparation Related to the Task of Planning a Budget for Supplies, Materials, and Equipment

Group	Mean	Rank	F
Service Area			1.47
Agriculture	3.19	11	
Business & Office	3.70	7	
Consumer & Homemaking	3.65	8	
Cooperative Education	3.49	9	
Disadvantaged	3.76	5	
Distributive Education	2.93	12	
Guidance	3.43	10	
Handicapped	4.55	1	
Industrial Arts	4.09	2	
Occupational Orientation	4.08	3	
Technical	3.83	4	
Trade & Industrial	3.71	6	
Health	2.76	13	
Current Position			1.09
Vocational teacher	3.60	4	
Vocational director	4.07	1	
State level supervisor	2.89	6	
SDVTE teacher educator	3.86	2	
Institutional teacher educator	3.76	3	
Other	3.59	5	
Highest Diploma or Degree			0.28
General Educational Development Test	3.36	8	
High School Diploma	3.78	2	
AA or AS Degree	3.69	3	
Baccalaureate Degree	3.53	5	
Master's Degree	3.67	4	
Specialist's Degree	4.23	1	
Doctor's Degree	3.40	6	
Other	3.38	7	
Type of Preservice Education			0.52
Noncredit workshops	3.55	4	
College (teacher education)	3.65	3	
College (other than teacher education)	3.35	5	
Other	3.90	1	
No Preservice education	3.70	2	

Appendix 64

Group Perceptions of Preservice Preparation Related to the Task of Preparing and Submitting Local and State Reports and Other Information

Group	Mean	Rank	F
Service Area			1.71
Agriculture	3.90	4	
Business & Office	3.38	10	
Consumer & Homemaking	3.63	7	
Cooperative Education	3.77	5	
Disadvantaged	3.75	6	
Distributive Education	3.29	12	
Guidance	3.94	3	
Handicapped	5.00	1	
Industrial Arts	3.39	9	
Occupational Orientation	4.33	2	
Technical	3.40	8	
Trade & Industrial	3.33	11	
Health	2.34	13	
Current Position			1.00
Vocational teacher	3.44	4	
Vocational director	5.00	1	
State level supervisor	2.92	6	
SDVTE teacher educator	3.50	3	
Institutional teacher educator	3.77	2	
Other	3.34	5	
Highest Diploma or Degree			0.27
General Educational Development Test	3.70	4	
High School Diploma	4.00	1	
AA or AS Degree	3.77	3	
Baccalaureate Degree	3.68	5	
Master's Degree	3.67	6	
Specialist's Degree	3.81	2	
Doctor's Degree	3.16	8	
Other	3.66	7	
Type of Preservice Education			0.46
Noncredit workshops	3.65	2	
College (teacher education)	3.62	3	
College (other than teacher education)	3.41	5	
Other	3.57	4	
No Preservice education	4.15	1	

Appendix 65

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Placement and Follow-up Records

Group	Mean	Rank	F
Service Area			1.05
Agriculture	3.36	7	
Business & Office	3.28	8	
Consumer & Homemaking	2.98	12	
Cooperative Education	3.44	5	
Disadvantaged	3.55	3	
Distributive Education	3.24	10	
Guidance	3.14	11	
Handicapped	4.36	1	
Industrial Arts	3.27	9	
Occupational Orientation	3.90	2	
Technical	3.40	6	
Trade & Industrial	3.55	3	
Health	2.60	13	
Current Position			0.60
Vocational teacher	3.30	3	
Vocational director	4.43	1	
State level supervisor	2.86	5	
SDVTE teacher educator	2.87	4	
Institutional teacher educator	2.43	6	
Other	3.45	2	
Highest Diploma or Degree			0.54
General Educational Development Test	3.10	7	
High School Diploma	3.67	2	
AA or AS Degree	3.21	5	
Baccalaureate Degree	3.14	6	
Master's Degree	3.34	4	
Specialist's Degree	4.12	1	
Doctor's Degree	3.02	8	
Other	3.52	3	
Type of Preservice Education			0.53
Noncredit Workshops	3.21	5	
College (teacher education)	3.62	1	
College (other than teacher education)	3.47	2	
Other	3.31	4	
No Preservice education	3.35	3	

Appendix 66

Group Perceptions of Preservice Preparation Related to the Task of Maximizing the Use of Students' Time and Equipment (Scheduling)

Group	Mean	Rank	F
Service Area			1.61
Agriculture	4.17	4	
Business & Office	3.99	6	
Consumer & Homemaking	3.86	9	
Cooperative Education	3.83	10	
Disadvantaged	3.91	7	
Distributive Education	3.30	12	
Guidance	3.25	13	
Handicapped	5.00	1	
Industrial Arts	4.09	5	
Occupational Orientation	4.40	2	
Technical	4.35	3	
Trade & Industrial	3.89	8	
Health	3.70	11	
Current Position			1.78
Vocational teacher	4.01	1	
Vocational director	3.99	2	
State level supervisor	3.30	6	
SDVTE teacher educator	3.81	4	
Institutional teacher educator	3.75	5	
Other	3.89	3	
Highest Diploma or Degree			0.34
General Educational Development Test	3.62	8	
High School Diploma	3.96	3	
AA or AS Degree	3.80	7	
Baccalaureate Degree	3.83	5	
Master's Degree	3.82	6	
Specialist's Degree	5.00	1	
Doctor's Degree	4.03	2	
Other	3.87	4	
Type of Preservice Education			0.63
Noncredit workshops	3.80	5	
College (teacher education)	4.09	2	
College (other than teacher education)	3.96	3	
Other	4.17	1	
No Preservice education	3.94	4	

Appendix 67

Group Perceptions of Preservice Preparation Related to the Task of Establishing Detailed Procedures and Regulations for Laboratory and Classroom Activities

Group	Mean	Rank	F
Service Area			2.05*
Agriculture	4.06	5	
Business & Office	3.65	10	
Consumer & Homemaking	4.02	6	
Cooperative Education	3.92	8	
Disadvantaged	3.87	9	
Distributive Education	3.20	12	
Guidance	3.17	13	
Handicapped	5.00	1	
Industrial Arts	4.18	4	
Occupational Orientation	4.30	3	
Technical	4.47	2	
Trade & Industrial	3.93	7	
Health	3.56	11	
Current Position			1.18
Vocational teacher	3.96	2	
Vocational director	4.88	1	
State level supervisor	3.41	6	
SDVTE teacher educator	3.65	5	
Institutional teacher educator	3.89	4	
Other	3.90	3	
Highest Diploma or Degree			0.55
General Educational Development Test	3.60	8	
High School Diploma	3.91	3	
AA or AS Degree	3.70	6	
Baccalaureate Degree	3.76	4	
Master's Degree	3.75	5	
Specialist's Degree	5.00	1	
Doctor's Degree	3.99	2	
Other	3.61	7	
Type of Preservice Education			1.18
Noncredit workshops	3.88	4	
College (teacher education)	4.19	1	
College (other than teacher education)	3.98	3	
Other	4.12	2	
No Preservice education	3.58	5	

*Significant at .05 level

Appendix 68

Group Perceptions of Preservice Preparation Related to the Task of Providing "Correct" Disciplinary Action

Group	Mean	Rank	F
Service Area			1.59
Agriculture	3.02	5	
Business & Office	2.61	9	
Consumer & Homemaking	2.73	7	
Cooperative Education	2.68	8	
Disadvantaged	2.49	11	
Distributive Education	2.56	10	
Guidance	1.89	13	
Handicapped	3.61	1	
Industrial Arts	3.14	3	
Occupational Orientation	3.02	5	
Technical	3.32	2	
Trade & Industrial	3.08	4	
Health	2.[illegible]	12	
Current Position			1.26
Vocational teacher	3.12	2	
Vocational director	2.66	5	
State level supervisor	2.75	4	
SDVTE teacher educator	2.02	6	
Institutional teacher educator	2.95	3	
Other	3.32	1	
Highest Diploma or Degree			.78
General Educational Development Test	2.61	6	
High School Diploma	2.90	3	
AA or AS Degree	2.61	6	
Baccalaureate Degree	2.96	2	
Master's Degree	2.89	4	
Specialist's Degree	2.64	5	
Doctor's Degree	3.34	1	
Other	2.47	8	
Type of Preservice Education			1.84
Noncredit workshops	2.56	4	
College (teacher education)	3.05	2	
College (other than teacher education)	3.04	3	
Other	3.06	1	
No Preservice education	2.31	5	

Appendix 69

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Good Professional Working Relationships with Other Teachers and Administrators

Group	Mean	Rank	F
Service Area			1.33
Agriculture	4.01	7	
Business & Office	3.98	8	
Consumer & Homemaking	4.09	5	
Cooperative Education	3.93	9	
Disadvantaged	4.06	6	
Distributive Education	3.90	10	
Guidance	3.80	11	
Handicapped	5.00	1	
Industrial Arts	4.37	3	
Occupational Orientation	4.21	4	
Technical	4.40	2	
Trade & Industrial	3.70	13	
Health	3.73	12	
Current Position			1.69
Vocational teacher	4.28	2	
Vocational director	4.74	1	
State level supervisor	3.88	4	
SDVTE teacher educator	3.76	6	
Institutional teacher educator	4.04	3	
Other	3.86	5	
Highest Diploma or Degree			0.65
General Educational Development Test	4.07	5	
High School Diploma	4.43	1	
AA or AS Degree	4.16	3	
Baccalaureate Degree	4.12	4	
Master's Degree	4.00	7	
Specialist's Degree	3.73	8	
Doctor's Degree	4.22	2	
Other	4.01	6	
Type of Preservice Education			1.30
Noncredit workshops	4.03	3	
College (teacher education)	4.33	1	
College (other than teacher education)	4.28	2	
Other	3.85	5	
No Preservice Education	3.98	4	

Appendix 7C

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Good Communication with the Community

Group	Mean	Rank	F
Service Area			0.70
Agriculture	3.82	2	
Business & Office	3.51	8	
Consumer & Homemaking	3.59	7	
Cooperative Education	3.37	10	
Disadvantaged	3.35	11	
Distributive Education	3.60	6	
Guidance	3.15	13	
Handicapped	4.58	1	
Industrial Arts	3.74	3	
Occupational Orientation	3.65	4	
Technical	3.65	4	
Trade & Industrial	3.46	9	
Health	3.31	12	
Current Position			0.84
Vocational teacher	3.89	1	
Vocational director	3.59	4	
State level supervisor	3.81	2	
SDVTE teacher educator	3.12	6	
Institutional teacher educator	3.56	5	
Other	3.62	3	
Highest Diploma or Degree			0.10
General Educational Development Test	3.58	5	
High School Diploma	3.75	1	
AA or AS Degree	3.65	2	
Baccalaureate Degree	3.61	4	
Master's Degree	3.55	7	
Specialist's Degree	3.43	8	
Doctor's Degree	3.56	6	
Other	3.65	2	
Type of Preservice Education			2.76*
Noncredit workshops	3.69	3	
College (teacher education)	4.01	1	
College (other than teacher education)	3.97	2	
Other	3.39	4	
No Preservice education	2.94	5	

*Significant at .05 level

Appendix 71

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Good Working Relationships with Agencies in the Community

Group	Mean	Rank	F
Service Area			0.59
Agriculture	3.64	4	
Business & Office	3.47	8	
Consumer & Homemaking	3.54	7	
Cooperative Education	3.30	11	
Disadvantaged	3.45	9	
Distributive Education	3.68	3	
Guidance	3.21	13	
Handicapped	4.63	1	
Industrial Arts	3.59	5	
Occupational Orientation	3.55	6	
Technical	3.78	2	
Trade & Industrial	3.36	10	
Health	3.25	12	
Current Position			1.41
Vocational teacher	4.08	1	
Vocational director	2.83	6	
State level supervisor	3.83	2	
SDVTE teacher educator	3.29	5	
Institutional teacher educator	3.68	4	
Other	3.71	3	
Highest Diploma or Degree			0.25
General Educational Development Test	3.51	4	
High School Diploma	3.62	2	
AA or AS Degree	3.52	3	
Baccalaureate Degree	3.44	6	
Master's Degree	3.49	5	
Specialist's Degree	4.35	1	
Doctor's Degree	3.26	8	
Other	3.37	7	
Type of Preservice Education			1.92
Noncredit workshops	3.48	4	
College (teacher education)	3.91	1	
College (other than teacher education)	3.81	2	
Other	3.57	3	
No Preservice education	3.09	5	

Appendix 72

Group Perceptions of Preservice Preparation Related to the Task of Keeping the Community Informed Concerning Program Activities

Group	Mean	Rank	F
Service Area			0.70
Agriculture	3.41	3	
Business & Office	3.37	4	
Consumer & Homemaking	3.12	6	
Cooperative Education	3.07	7	
Disadvantaged	2.93	9	
Distributive Education	3.59	1	
Guidance	2.71	13	
Handicapped	3.58	2	
Industrial Arts	2.86	11	
Occupational Orientation	3.05	8	
Technical	3.24	5	
Trade & Industrial	2.78	12	
Health	2.92	10	
Current Position			0.26
Vocational teacher	3.30	3	
Vocational director	2.85	5	
State level supervisor	3.36	2	
SDVTE teacher educator	2.70	6	
Institutional teacher educator	3.14	4	
Other	3.41	1	
Highest Diploma or Degree			1.26
General Educational Development Test	2.22	8	
High School Diploma	3.34	3	
AA or AS Degree	2.82	7	
Baccalaureate Degree	3.20	5	
Master's Degree	3.17	6	
Specialist's Degree	3.52	1	
Doctor's Degree	3.52	1	
Other	3.22	4	
Type of Preservice Education			0.14
Noncredit workshops	3.07	4	
College (teacher education)	3.21	2	
College (other than teacher education)	3.19	3	
Other	3.24	1	
No Preservice education	2.92	5	

Appendix 73

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Good Relationships with Unions, Councils, Committees, Business and Professional Associations

Group	Mean	Rank	F
Service Area			0.62
Agriculture	3.40	3	
Business & Office	3.26	6	
Consumer & Homemaking	3.33	5	
Cooperative Education	3.08	8	
Disadvantaged	3.40	3	
Distributive Education	3.04	9	
Guidance	2.46	13	
Handicapped	4.09	1	
Industrial Arts	2.94	10	
Occupational Orientation	2.90	11	
Technical	3.15	7	
Trade & Industrial	3.41	2	
Health	2.81	12	
Current Position			0.32
Vocational teacher	3.49	1	
Vocational director	2.60	6	
State level supervisor	3.49	1	
SDVTE teacher educator	2.89	5	
Institutional teacher educator	3.23	4	
Other	3.35	3	
Highest Diploma or Degree			1.25
General Educational Development Test	2.23	8	
High School Diploma	2.85	6	
AA or AS Degree	2.70	7	
Baccalaureate Degree	3.24	3	
Master's Degree	3.21	4	
Specialist's Degree	4.40	1	
Doctor's Degree	3.58	2	
Other	3.19	5	
Type of Preservice Education			1.05
Noncredit workshops	2.81	5	
College (teacher education)	3.36	2	
College (other than teacher education)	3.38	1	
Other	3.20	3	
No Preservice education	3.12	4	

Appendix 74

Group Perceptions of Preservice Preparation Related to the Task of Establishing and Maintaining Rapport with Students and Parents

Group	Mean	Rank	F
Service Area			0.58
Agriculture	3.75	5	
Business & Office	3.67	6	
Consumer & Homemaking	3.81	3	
Cooperative Education	3.59	9	
Disadvantaged	3.56	11	
Distributive Education	3.48	12	
Guidance	3.86	2	
Handicapped	4.72	1	
Industrial Arts	3.67	6	
Occupational Orientation	3.78	4	
Technical	3.62	8	
Trade & Industrial	3.39	13	
Health	3.59	9	
Current Position			1.11
Vocational teacher	3.80	3	
Vocational director	4.48	1	
State level supervisor	3.34	5	
SDVTE teacher educator	3.24	6	
Institutional teacher educator	3.90	2	
Other	3.63	4	
Highest Diploma or Degree			0.52
General Educational Development Test	3.95	2	
High School Diploma	3.98	1	
AA or AS Degree	3.62	6	
Baccalaureate Degree	3.85	3	
Master's Degree	3.73	4	
Specialist's Degree	3.63	5	
Doctor's Degree	3.51	8	
Other	3.57	7	
Type of Preservice Education			2.43*
Noncredit workshops	3.55	4	
College (teacher education)	4.05	2	
College (other than teacher education)	4.09	1	
Other	3.75	3	
No Preservice education	3.21	5	

*Significant at .05 level

Appendix 75

Group Perceptions of Preservice Preparation Related to the Task of Participation in Professional Organizations

Group	Mean	Rank	F
Service Area			0.55
Agriculture	3.44	4	
Business & Office	3.25	10	
Consumer & Homemaking	3.44	4	
Cooperative Education	3.04	12	
Disadvantaged	3.26	9	
Distributive Education	3.41	6	
Guidance	2.78	13	
Handicapped	3.82	1	
Industrial Arts	3.51	3	
Occupational Orientation	3.64	2	
Technical	3.19	11	
Trade & Industrial	3.41	6	
Health	3.33	8	
Current Position			1.52
Vocational teacher	3.71	1	
Vocational director	3.51	3	
State level supervisor	3.05	5	
SDVTE teacher educator	2.78	6	
Institutional teacher educator	3.49	4	
Other	3.56	2	
Highest Diploma or Degree			1.58
General Educational Development Test	2.32	8	
High School Diploma	2.89	7	
AA or AS Degree	3.30	5	
Baccalaureate Degree	3.44	4	
Master's Degree	3.57	2	
Specialist's Degree	4.41	1	
Doctor's Degree	3.57	2	
Other	3.28	6	
Type of Preservice Education			1.98
Noncredit workshops	3.14	3	
College (teacher education)	3.66	2	
College (other than teacher education)	3.68	1	
Other	3.14	3	
No Preservice education	3.13	5	

Appendix 76

Group Perceptions of Preservice Preparation Related to the Task of Participating and Contributing to Research Studies and Professional Literature

Group	Mean	Rank	F
Service Area			0.98
Agriculture	3.23	5	
Business & Office	3.63	2	
Consumer & Homemaking	2.91	8	
Cooperative Education	2.49	12	
Disadvantaged	3.27	4	
Distributive Education	2.83	10	
Guidance	2.85	9	
Handicapped	3.79	1	
Industrial Arts	3.28	3	
Occupational Orientation	3.01	7	
Technical	3.17	6	
Trade & Industrial	2.81	11	
Health	2.21	13	
Current Position			2.42*
Vocational teacher	3.38	2	
Vocational director	4.02	1	
State level supervisor	2.71	4	
SDVTE teacher educator	2.33	5	
Institutional teacher educator	2.33	5	
Other	2.98	3	
Highest Diploma or Degree			0.85
General Educational Development Test	2.24	8	
High School Diploma	2.64	7	
AA or AS Degree	3.00	5	
Baccalaureate Degree	3.12	4	
Master's Degree	3.42	1	
Specialist's Degree	3.14	3	
Doctor's Degree	3.41	2	
Other	2.71	6	
Type of Preservice Education			1.13
Noncredit workshops	2.62	5	
College (teacher education)	2.83	2	
College (other than teacher education)	2.74	4	
Other	2.83	2	
No Preservice education	3.78	1	

*Significant at .05 level

Appendix 77

Group Perceptions of Preservice Preparation Related to the Task of Keeping Abreast of Current and New Professional and Technical Information

Group	Mean	Rank	F
Service Area			1.83*
Agriculture	3.56	6	
Business & Office	3.48	7	
Consumer & Homemaking	3.81	4	
Cooperative Education	3.30	9	
Disadvantaged	3.18	11	
Distributive Education	3.16	12	
Guidance	2.83	13	
Handicapped	3.86	3	
Industrial Arts	3.92	2	
Occupational Orientation	3.68	5	
Technical	4.15	1	
Trade & Industrial	3.38	8	
Health	3.24	10	
Current Position			1.98
Vocational teacher	3.80	2	
Vocational director	4.47	1	
State level supervisor	3.32	4	
SDVTE teacher educator	2.83	6	
Institutional teacher educator	3.22	5	
Other	3.38	3	
Highest Diploma or Degree			1.09
General Educational Development Test	3.17	7	
High School Diploma	3.58	3	
AA or AS Degree	3.11	8	
Baccalaureate Degree	3.54	5	
Master's Degree	3.62	2	
Specialist's Degree	3.47	6	
Doctor's Degree	4.00	1	
Other	3.55	4	
Type of Preservice Education			1.51
Noncredit workshops	3.27	4	
College (teacher education)	3.69	2	
College (other than teacher education)	3.77	1	
Other	3.68	3	
No Preservice education	3.11	5	

*Significant at .05 level

Appendix 78

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of Expertise in Occupational Specialty

Group	Mean	Rank	F
Service Area			0.91
Agriculture	3.69	6	
Business & Office	3.85	3	
Consumer & Homemaking	3.60	8	
Cooperative Education	3.52	9	
Disadvantaged	3.52	9	
Distributive Education	3.64	7	
Guidance	3.27	12	
Handicapped	2.30	13	
Industrial Arts	4.05	2	
Occupational Orientation	3.70	5	
Technical	4.06	1	
Trade & Industrial	3.75	4	
Health	3.36	11	
Current Position			1.96
Vocational teacher	3.89	2	
Vocational director	4.18	1	
State level supervisor	3.21	5	
SDVTE teacher educator	2.95	6	
Institutional teacher educator	3.32	4	
Other	3.81	3	
Highest Diploma or Degree			0.68
General Educational Development Test	3.00	8	
High School Diploma	3.51	4	
AA or AS Degree	3.41	6	
Baccalaureate Degree	3.43	5	
Master's Degree	3.75	3	
Specialist's Degree	4.24	1	
Doctor's Degree	3.80	2	
Other	3.36	7	
Type of Preservice Education			1.40
Noncredit workshops	3.13	5	
College (teacher education)	3.48	4	
College (other than teacher education)	3.70	3	
Other	3.79	1	
No Preservice education	3.71	2	

Appendix 79

Group Perceptions of Preservice Preparation Related to the Task of Participating in Planned Professional Improvement Activities

Group	Mean	Rank	F
Service Area			0.95
Agriculture	3.81	6	
Business & Office	3.80	7	
Consumer & Homemaking	3.54	12	
Cooperative Education	3.31	13	
Disadvantaged	4.16	2	
Distributive Education	3.62	10	
Guidance	3.66	9	
Handicapped	4.37	1	
Industrial Arts	4.07	4	
Occupational Orientation	4.08	3	
Technical	4.00	5	
Trade & Industrial	3.72	8	
Health	3.57	11	
Current Position			1.63
Vocational teacher	4.05	2	
Vocational director	4.19	1	
State level supervisor	3.83	3	
SDVTE teacher educator	2.44	6	
Institutional teacher educator	3.70	5	
Other	3.74	4	
Highest Diploma or Degree			1.49
General Educational Development Test	3.20	8	
High School Diploma	3.82	4	
AA or AS Degree	3.25	7	
Baccalaureate Degree	3.79	6	
Master's Degree	4.03	3	
Specialist's Degree	4.60	1	
Doctor's Degree	4.12	2	
Other	3.82	4	
Type of Preservice Education			1.74
Noncredit workshops	3.35	5	
College (teacher education)	3.96	3	
College (other than teacher education)	4.03	2	
Other	3.72	4	
No Preservice education	4.08	1	

Appendix 80

Group Perceptions of Preservice Preparation Related to the Task of Securing and Leaving a Position in a Professional Manner

Group	Mean	Rank	F
Service Area			0.84
Agriculture	3.96	3	
Business & Office	3.93	5	
Consumer & Homemaking	3.94	4	
Cooperative Education	3.69	11	
Disadvantaged	3.89	6	
Distributive Education	3.50	12	
Guidance	3.00	13	
Handicapped	4.71	1	
Industrial Arts	4.20	2	
Occupational Orientation	3.82	8	
Technical	3.87	7	
Trade & Industrial	3.75	9	
Health	3.71	10	
Current Position			1.68
Vocational teacher	4.14	2	
Vocational director	4.66	1	
State level supervisor	3.82	4	
SDVTE teacher educator	2.96	6	
Institutional teacher educator	3.62	5	
Other	3.85	3	
Highest Diploma or Degree			0.73
General Educational Development Test	3.38	8	
High School Diploma	3.85	3	
AA or AS Degree	3.63	7	
Baccalaureate Degree	3.75	5	
Master's Degree	3.83	4	
Specialist's Degree	4.23	2	
Doctor's Degree	4.42	1	
Other	3.65	6	
Type of Preservice Education			3.25*
Noncredit workshops	3.67	4	
College (teacher education)	4.18	2	
College (other than teacher education)	4.23	1	
Other	3.24	5	
No Preservice education	3.89	3	

*Significant at .05 level

Appendix 81

Group Perceptions of Preservice Preparation Related to the Task of Exhibiting Behavior Appropriate to Teaching Role

Group	Mean	Rank	F
Service Area			1.36
Agriculture	4.01	3	
Business & Office	3.91	8	
Consumer & Homemaking	3.99	4	
Cooperative Education	3.97	6	
Disadvantaged	3.77	9	
Distributive Education	3.55	11	
Guidance	2.62	13	
Handicapped	4.63	1	
Industrial Arts	4.18	2	
Occupational Orientation	3.99	4	
Technical	3.97	6	
Trade & Industrial	3.70	10	
Health	3.50	12	
Current Position			0.70
Vocational teacher	3.95	2	
Vocational director	4.40	1	
State level supervisor	3.81	3	
SDVTE teacher educator	3.51	6	
Institutional teacher educator	3.59	5	
Other	3.73	4	
Highest Diploma or Degree			0.19
General Educational Development Test	3.73	7	
High School Diploma	3.93	2	
AA or AS Degree	3.83	6	
Baccalaureate Degree	3.85	4	
Master's Degree	3.93	2	
Specialist's Degree	3.39	8	
Doctor's Degree	4.14	1	
Other	3.85	4	
Type of Preservice Education			3.73**
Noncredit workshops	3.77	4	
College (teacher education)	4.25	1	
College (other than teacher education)	4.24	2	
Other	3.78	3	
No Preservice education	3.12	5	

**Significant at .01 level

Appendix 82

Group Perceptions of Preservice Preparation Related to the Task of Organizing, Promoting and Supporting Student Organizations

Group	Mean	Rank	F
Service Area			1.81
Agriculture	3.83	4	
Business & Office	3.19	11	
Consumer & Homemaking	3.56	6	
Cooperative Education	3.27	9	
Disadvantaged	3.46	8	
Distributive Education	3.77	5	
Guidance	3.50	7	
Handicapped	4.42	1	
Industrial Arts	3.89	3	
Occupational Orientation	4.02	2	
Technical	2.90	13	
Trade & Industrial	3.08	12	
Health	3.20	10	
Current Position			3.12**
Vocational teacher	4.04	2	
Vocational director	4.11	1	
State level supervisor	3.44	4	
SDVTE teacher educator	2.70	6	
Institutional teacher educator	3.77	3	
Other	3.22	5	
Highest Diploma or Degree			0.84
General Educational Development Test	2.71	8	
High School Diploma	3.29	6	
AA or AS Degree	3.61	3	
Baccalaureate Degree	3.42	5	
Master's Degree	3.47	4	
Specialist's Degree	4.92	1	
Doctor's Degree	3.78	2	
Other	3.16	7	
Type of Preservice Education			0.86
Noncredit workshops	3.36	4	
College (teacher education)	3.55	2	
College (other than teacher education)	3.48	3	
Other	3.23	5	
No Preservice education	4.10	1	

**Significant at .01 level

Appendix 83

Group Perceptions of Preservice Preparation Related to the Task of Developing a Yearly Program of Work in Student Organizations

Group	Mean	Rank	F
Service Area			1.25
Agriculture	3.65	4	
Business & Office	3.13	12	
Consumer & Homemaking	3.45	5	
Cooperative Education	3.19	11	
Disadvantaged	3.45	5	
Distributive Education	3.28	8	
Guidance	3.22	9	
Handicapped	3.98	1	
Industrial Arts	3.79	2	
Occupational Orientation	3.71	3	
Technical	2.67	13	
Trade & Industrial	3.41	7	
Health	3.21	10	
Current Position			1.86
Vocational teacher	3.80	2	
Vocational director	3.85	1	
State level supervisor	3.20	5	
SDVTE teacher educator	3.03	6	
Institutional teacher educator	3.28	3	
Other	3.22	4	
Highest Diploma or Degree			0.52
General Educational Development Test	2.86	8	
High School Diploma	3.04	6	
AA or AS Degree	3.18	5	
Baccalaureate Degree	3.24	4	
Master's Degree	3.42	3	
Specialist's Degree	4.64	1	
Doctor's Degree	3.75	2	
Other	3.04	6	
Type of Preservice Education			0.96
Noncredit workshops	3.23	4	
College (teacher education)	3.65	1	
College (other than teacher education)	3.62	2	
Other	3.23	4	
No Preservice education	3.25	3	

Appendix 84

Group Perceptions of Preservice Preparation Related to the Task of Sponsoring and Supervising Organization Activities

Group	Mean	Rank	F
Service Area			2.42*
Agriculture	4.09	2	
Business & Office	3.48	9	
Consumer & Homemaking	3.82	6	
Cooperative Education	3.58	8	
Disadvantaged	3.21	10	
Distributive Education	3.85	5	
Guidance	3.73	7	
Handicapped	4.48	1	
Industrial Arts	3.97	4	
Occupational Orientation	4.07	3	
Technical	2.71	13	
Trade & Industrial	3.18	11	
Health	2.76	12	
Current Position			1.93
Vocational teacher	4.01	2	
Vocational director	4.09	1	
State level supervisor	3.31	5	
SDVTE teacher educator	3.14	6	
Institutional teacher educator	3.69	3	
Other	3.42	4	
Highest Diploma or Degree			0.56
General Educational Development Test	2.90	8	
High School Diploma	3.23	7	
AA or AS Degree	3.60	3	
Baccalaureate Degree	3.57	5	
Master's Degree	3.59	4	
Specialist's Degree	4.82	1	
Doctor's Degree	3.81	2	
Other	3.37	6	
Type of Preservice Education			1.05
Noncredit workshops	3.30	5	
College (teacher education)	3.36	4	
College (other than teacher education)	3.52	3	
Other	3.63	2	
No Preservice education	4.24	1	

*Significant at .05 level

Appendix 85

Group Perceptions of Preservice Preparation Related to the Task of Stimulating Participation in District, State, Regional and National Meetings and Contests

Group	Mean	Rank	F
Service Area			2.32*
Agriculture	4.10	2	
Business & Office	3.19	8	
Consumer & Homemaking	3.45	6	
Cooperative Education	3.09	11	
Disadvantaged	3.10	9	
Distributive Education	3.97	3	
Guidance	3.48	5	
Handicapped	4.16	1	
Industrial Arts	3.33	7	
Occupational Orientation	3.67	4	
Technical	2.46	13	
Trade & Industrial	3.10	9	
Health	2.57	12	
Current Position			0.59
Vocational teacher	3.50	3	
Vocational director	3.98	1	
State level supervisor	3.56	2	
SDVTE teacher educator	2.50	6	
Institutional teacher educator	3.40	4	
Other	3.22	5	
Highest Diploma or Degree			0.99
General Educational Development Test	2.26	8	
High School Diploma	2.84	7	
AA or AS Degree	3.21	5	
Baccalaureate Degree	3.21	5	
Master's Degree	3.30	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.60	2	
Other	3.24	4	
Type of Preservice Education			0.98
Noncredit workshops	3.00	5	
College (teacher education)	3.43	3	
College (other than teacher education)	3.20	4	
Other	3.49	2	
No Preservice education	3.66	1	

*Significant at .05 level

Appendix 86

Group Perceptions of Preservice Preparation Related to the Task of Development and Maintenance of the Student Vocational Organization Program as an Integral Part of the Instructional Program

Group	Mean	Rank	F
Service Area			2.58*
Agriculture	4.29	2	
Business & Office	3.35	11	
Consumer & Homemaking	3.64	8	
Cooperative Education	3.40	10	
Disadvantaged	3.74	7	
Distributive Education	3.82	6	
Guidance	4.14	3	
Handicapped	4.43	1	
Industrial Arts	3.87	5	
Occupational Orientation	3.99	4	
Technical	2.85	12	
Trade & Industrial	3.56	9	
Health	2.28	13	
Current Position			1.03
Vocational teacher	3.70	2	
Vocational director	5.00	1	
State level supervisor	3.43	4	
SDVTE teacher educator	2.94	6	
Institutional teacher educator	3.51	3	
Other	3.22	5	
Highest Diploma or Degree			0.67
General Educational Development Test	2.81	8	
High School Diploma	3.33	7	
AA or AS Degree	3.45	5	
Baccalaureate Degree	3.56	4	
Master's Degree	3.65	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.42	6	
Other	3.67	2	
Type of Preservice Education			2.75*
Noncredit workshops	2.97	5	
College (teacher education)	3.68	2	
College (other than teacher education)	3.64	3	
Other	3.51	4	
No Preservice education	4.41	1	

*Significant at .05 level

Appendix 87

Group Perceptions of Preservice Preparation Related to the Task of Evaluating the Student Organization Program

Group	Mean	Rank	F
Service Area			1.72
Agriculture	3.96	2	
Business & Office	3.24	10	
Consumer & Homemaking	3.40	6	
Cooperative Education	3.18	11	
Disadvantaged	3.31	9	
Distributive Education	3.33	8	
Guidance	3.69	4	
Handicapped	4.23	1	
Industrial Arts	3.63	5	
Occupational Orientation	3.75	3	
Technical	2.91	12	
Trade & Industrial	3.39	7	
Health	2.16	13	
Current Position			0.57
Vocational teacher	3.54	2	
Vocational director	3.98	1	
State level supervisor	3.36	3	
SDVTE teacher educator	3.25	4	
Institutional teacher educator	3.17	5	
Other	3.11	6	
Highest Diploma or Degree			[illegible]4
General Educational Development Test	2.49	8	
High School Diploma	2.75	7	
AA or AS Degree	3.19	6	
Baccalaureate Degree	3.36	4	
Master's Degree	3.43	3	
Specialist's Degree	5.00	1	
Doctor's Degree	3.60	2	
Other	3.35	5	
Type of Preservice Education			0.44
Noncredit workshops	3.13	5	
College (teacher education)	3.46	2	
College (other than teacher education)	3.40	4	
Other	3.56	1	
No Preservice education	3.45	3	

Appendix 88

Group Perceptions of Preservice Preparation Related to the Task of Establishing Policies and Procedures for Student Organizations

Group	Mean	Rank	F
Service Area			2.17*
Agriculture	3.78	2	
Business & Office	3.06	10	
Consumer & Homemaking	3.35	7	
Cooperative Education	3.01	11	
Disadvantaged	3.28	8	
Distributive Education	3.42	5	
Guidance	3.38	6	
Handicapped	4.01	1	
Industrial Arts	3.50	4	
Occupational Orientation	3.68	3	
Technical	2.52	12	
Trade & Industrial	3.09	9	
Health	1.91	13	
Current Position			0.90
Vocational teacher	3.51	2	
Vocational director	3.85	1	
State level supervisor	3.13	4	
SDVTE teacher educator	2.55	6	
Institutional teacher educator	3.23	3	
Other	3.10	5	
Highest Diploma or Degree			0.88
General Educational Development Test	2.35	7	
High School Diploma	2.71	6	
AA or AS Degree	3.18	3	
Baccalaureate Degree	3.14	5	
Master's Degree	3.32	2	
Specialist's Degree	4.92	1	
Doctor's Degree	3.18	3	
Other	2.02	8	
Type of Preservice Education			0.54
Noncredit workshops	2.97	5	
College (teacher education)	3.34	2	
College (other than teacher education)	3.20	4	
Other	3.35	1	
No Preservice education	3.28	3	

*Significant at .05 level

Appendix 89

Group Perceptions of Preservice Preparation Related to the Task of Conducting a Community Survey

Group	Mean	Rank	F
Service Area			2.18*
Agriculture	3.90	1	
Business & Office	3.25	6	
Consumer & Homemaking	2.85	12	
Cooperative Education	3.70	4	
Disadvantaged	3.49	5	
Distributive Education	3.82	2	
Guidance	3.08	10	
Handicapped	3.10	9	
Industrial Arts	3.04	11	
Occupational Orientation	3.79	3	
Technical	3.20	7	
Trade & Industrial	3.16	8	
Health	2.03	13	
Current Position			0.86
Vocational teacher	3.29	2	
Vocational director	4.86	1	
State level supervisor	2.97	4	
SDVTE teacher educator	2.66	6	
Institutional teacher educator	3.04	3	
Other	2.75	5	
Highest Diploma or Degree			1.83
General Educational Development Test	2.11	8	
High School Diploma	2.63	6	
AA or AS Degree	3.25	4	
Baccalaureate Degree	2.79	5	
Master's Degree	3.49	3	
Specialist's Degree	5.00	1	
Doctor's Degree	4.08	2	
Other	2.57	7	
Type of Preservice Education			0.52
Noncredit workshops	2.98	5	
College (teacher education)	3.29	2	
College (other than teacher education)	3.09	4	
Other	3.26	3	
No Preservice education	3.69	1	

*Significant at .05 level

Appendix 90

Group Perceptions of Preservice Preparation Related to the Task of Maintaining a Current File of Jobs and Employers

Group	Mean	Rank	F
Service Area			3.07**
Agriculture	3.23	8	
Business & Office	3.24	7	
Consumer & Homemaking	2.24	12	
Cooperative Education	3.76	1	
Disadvantaged	3.26	6	
Distributive Education	3.66	2	
Guidance	3.54	4	
Handicapped	2.78	11	
Industrial Arts	3.10	9	
Occupational Orientation	3.65	3	
Technical	3.39	5	
Trade & Industrial	3.10	9	
Health	2.02	13	
Current Position			1.16
Vocational teacher	3.24	2	
Vocational director	4.98	1	
State level supervisor	2.85	3	
SDVTE teacher educator	2.47	6	
Institutional teacher educator	2.74	4	
Other	2.64	5	
Highest Diploma or Degree			1.22
General Educational Development Test	1.96	8	
High School Diploma	2.79	6	
AA or AS Degree	3.09	4	
Baccalaureate Degree	2.89	5	
Master's Degree	3.49	3	
Specialist's Degree	4.70	1	
Doctor's Degree	3.57	2	
Other	2.73	7	
Type of Preservice Education			0.76
Noncredit workshops	2.84	5	
College (teacher education)	3.35	2	
College (other than teacher education)	3.27	3	
Other	2.92	4	
No Preservice education	3.39	1	

**Significant at .01 level

Appendix 91

Group Perceptions of Preservice Preparation Related to the Task of Selecting Training Stations or Experiences

Group	Mean	Rank	F
Service Area			3.88**
Agriculture	3.46	7	
Business & Office	3.37	9	
Consumer & Homemaking	2.31	13	
Cooperative Education	4.01	2	
Disadvantaged	3.60	5	
Distributive Education	4.13	1	
Guidance	3.82	4	
Handicapped	2.83	11	
Industrial Arts	3.02	10	
Occupational Orientation	3.90	3	
Technical	3.54	6	
Trade & Industrial	3.43	8	
Health	2.55	12	
Current Position			0.54
Vocational teacher	3.23	2	
Vocational director	5.00	1	
State level supervisor	2.94	5	
SDVTE teacher educator	2.66	6	
Institutional teacher educator	3.19	3	
Other	3.02	4	
Highest Diploma or Degree			1.17
General Educational Development Test	2.09	8	
High School Diploma	3.19	5	
AA or AS Degree	3.36	3	
Baccalaureate Degree	3.13	7	
Master's Degree	3.58	2	
Specialist's Degree	5.00	1	
Doctor's Degree	3.31	4	
Other	3.18	6	
Type of Preservice Education			0.26
Noncredit workshops	3.16	5	
College (teacher education)	3.45	2	
College (other than teacher education)	3.33	4	
Other	3.55	1	
No Preservice education	3.41	3	

**Significant at .01 level

Appendix 92

Group Perceptions of Preservice Preparation Related to the Task of Developing Training or Experience Agreements

Group	Mean	Rank	F
Service Area			4.12**
Agriculture	3.34	7	
Business & Office	3.33	8	
Consumer & Homemaking	3.33	8	
Cooperative Education	2.11	13	
Disadvantaged	3.68	3	
Distributive Education	3.82	1	
Guidance	3.55	5	
Handicapped	3.65	4	
Industrial Arts	2.70	11	
Occupational Orientation	2.82	10	
Technical	3.69	2	
Trade & Industrial	3.41	6	
Health	2.16	12	
Current Position			0.89
Vocational teacher	3.13	2	
Vocational director	5.00	1	
State level supervisor	2.51	6	
SDVTE teacher educator	2.60	5	
Institutional teacher educator	2.94	3	
Other	2.90	4	
Highest Diploma or Degree			0.91
General Educational Development Test	2.03	8	
High School Diploma	3.20	3	
AA or AS Degree	3.06	4	
Baccalaureate Degree	3.05	5	
Master's Degree	3.23	2	
Specialist's Degree	4.92	1	
Doctor's Degree	3.05	5	
Other	3.02	7	
Type of Preservice Education			1.07
Noncredit workshops	2.73	5	
College (teacher education)	3.34	2	
College (other than teacher education)	3.20	4	
Other	3.46	1	
No Preservice education	3.23	3	

**Significant at .01 level

Appendix 93

Group Perceptions of Preservice Preparation Related to the Task of Establishing Policy and Procedures for On-The-Job Training

Group	Mean	Rank	F
Service Area			3.60**
Agriculture	3.66	5	
Business & Office	3.56	7	
Consumer & Homemaking	2.44	13	
Cooperative Education	4.14	1	
Disadvantaged	4.00	2	
Distributive Education	3.86	4	
Guidance	3.63	6	
Handicapped	3.17	11	
Industrial Arts	3.51	9	
Occupational Orientation	3.92	3	
Technical	3.56	7	
Trade & Industrial	3.34	10	
Health	2.46	12	
Current Position			1.01
Vocational teacher	3.43	2	
Vocational director	5.00	1	
State level supervisor	2.82	6	
SDVTE teacher educator	3.00	4	
Institutional teacher educator	3.18	3	
Other	3.00	4	
Highest Diploma or Degree			1.41
General Educational Development Test	2.19	8	
High School Diploma	3.64	2	
AA or AS Degree	3.35	5	
Baccalaureate Degree	3.20	7	
Master's Degree	3.62	4	
Specialist's Degree	4.94	1	
Doctor's Degree	3.64	2	
Other	3.27	6	
Type of Preservice Education			0.54
Noncredit workshops	3.13	5	
College (teacher education)	3.36	4	
College (other than teacher education)	3.51	3	
Other	3.81	1	
No Preservice education	3.60	2	

**Significant at .01 level

Appendix 94

Group Perceptions of Preservice Preparation Related to the Task of Supervising Student-Learner's Performance

Group	Mean	Rank	F
Service Area			2.40**
Agriculture	3.71	6	
Business & Office	3.43	9	
Consumer & Homemaking	2.75	13	
Cooperative Education	4.09	1	
Disadvantaged	3.82	4	
Distributive Education	3.78	5	
Guidance	3.19	10	
Handicapped	3.07	11	
Industrial Arts	3.69	7	
Occupational Orientation	3.90	2	
Technical	3.84	3	
Trade & Industrial	3.57	8	
Health	3.06	12	
Current Position			1.66
Vocational teacher	3.67	2	
Vocational director	5.00	1	
State level supervisor	2.99	5	
SDVTE teacher educator	3.31	3	
Institutional teacher educator	3.25	4	
Other	2.94	6	
Highest Diploma or Degree			1.55
General Educational Development Test	2.43	5	
High School Diploma	3.65	4	
AA or AS Degree	3.32	6	
Baccalaureate Degree	3.23	7	
Master's Degree	3.77	3	
Specialist's Degree	4.68	1	
Doctor's Degree	3.98	2	
Other	3.18	8	
Type of Preservice Education			2.11
Noncredit workshops	2.91	5	
College (teacher education)	3.58	3	
College (other than teacher education)	3.81	2	
Other	4.01	1	
No Preservice education	3.34	4	

**Significant at .01 level

Card No. [1] (1)

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ASSESSMENT OF PRESERVICE TEACHER EDUCATION

INSTRUMENT

The State Department of Education, Vocational-Technical Division, in cooperation with the Research Coordinating Unit (RCU), Mississippi State University, is conducting an assessment of preservice teacher education throughout the state. The purpose is to assist in strengthening teacher preparation programs (both those conducted by institutions and those conducted by the Division of Vocational-Technical Education) through increasing the performance level of vocational teachers prior to employment. In order to accomplish this, we are requesting that all vocational teachers who have been teaching three years or less complete the following questionnaire. This questionnaire examines the teacher's self-perception of his performance level on selected items after completing preservice training programs.

The procedure for this assessment involves, first of all, the cooperation of each vocational teacher in completing this questionnaire and returning it, using the enclosed self-addressed envelope, to the Research Coordinating Unit. Secondly, it is essential that each teacher recall the competencies he gained during his preservice teacher education program (either college programs or noncredit workshops) and those he possessed at the time of his employment as a vocational teacher. All information will be confidential, and individual teachers and/or universities WILL NOT be identified in the research.

SECTION I. PERSONNEL CLASSIFICATION

Instructions: Please check your proper classification under each item. Check only one under each item.

(8) A. Service Area: (Pro-rated teachers should check only that service area to which the greatest portion of time is devoted. In the case of 50 percent time in two areas, check only the one to which a major portion of preservice training was devoted.)

( ) 1. Agriculture
( ) 2. Business & Office
( ) 3. Consumer and Homemaking
( ) 4. Cooperative Education
( ) 5. Disadvantaged
( ) 6. Distributive Education
( ) 7. Guidance
( ) 8. Handicapped
( ) 9. Health
( ) 10. Industrial Arts
(9) ( ) 11. Occupational Orientation
( ) 12. Technical
( ) 13. Trade & Industrial

(10) B. Current Position:

( ) 1. Vocational teacher
( ) 2. Vocational director
( ) 3. State level supervisor
( ) 4. SDVTE teacher educator
( ) 5. Institutional teacher educa
( ) 6. Other (specify)_____

NOTICE: THE REMAINDER OF SECTION I IS TO BE COMPLETED ONLY BY SECONDARY AND POST-SECONDARY TEACHERS.

(11) C. Highest diploma or degree held:

( ) 1. General Educational Development Test (GED)
( ) 2. High School Diploma
( ) 3. Associate of Arts or Science Degree
( ) 4. Baccalaureate Degree
( ) 5. Master's Degree
( ) 6. Specialist's Degree
( ) 7. Doctor's Degree
( ) 8. Other (specify) _____

(12) D. Type of preservice teacher education received:

( ) 1. Noncredit workshops, etc.
( ) 2. College (teacher education curriculum)
( ) 3. College (other than teacher education curriculum)
( ) 4. Other(specify)_____
( ) 5. No preservice teacher education.

(13) E. Where preservice teacher education was received:

( ) 1. State Division of Vo-Ed Workshops
( ) 2. Alcorn A & M
( ) 3. Delta State College
( ) 4. Jackson State College
( ) 5. Mississippi State College for Women
( ) 6. Mississippi State University
( ) 7. Mississippi Valley State College
( ) 8. University of Mississippi
( ) 9. University of Southern Mississippi
( )10. Other (specify)_____

SECTION II. ASSESSMENT OF PRESERVICE TEACHER EDUCATION AS IT PREPARED TEACHERS TO PERFORM ON THE JOB

Instructions: Please indicate the response which most nearly represents the level of task performance you felt beginning teachers possessed after completing preservice training and entering employment by circling or checking the appropriate number. Circle only one response for each item.

Performance Criteria:

Level 5: Competent Performance: Able to demonstrate desired task performance INDEPENDENT OF DIRECTION or assistance of others.

Level 4: Capable Performance: Able to demonstrate desired task performance when PROVIDED SOME DIRECTION or assistance.

Level 3: Adequate Performance: Able to demonstrate desired task performance when PROVIDED CONSIDERABLE DIRECTION or assistance.

Level 2: Acceptable Performance: Able to demonstrate desired task performance when PROVIDED CONSTANT DIRECTION or assistance.

Level 1: Inadequate Performance: UNABLE to demonstrate the desired task at the most elementary level EVEN WHEN PROVIDED CONSTANT DIRECTION or assistance.

Level 0: No Training in Task Area: Area was not included in preservice education programs.

	Performance Tasks	Performance Level: Competent 5	Capable 4	Adequate 3	Acceptable 2	Inadequate 1	No training in task 0
	A. PLANNING OF INSTRUCTION						
	Upon completion of preservice training, you possessed the ability to:						
(14)	1. Determine student needs and goals.	5	4	3	2	1	0
(15)	2. Formulate objectives for lessons, units, and/or courses.	5	4	3	2	1	0
(16)	3. Select and develop instructional content for a course.	5	4	3	2	1	0
(17)	4. Select and develop instructional content for a lesson.	5	4	3	2	1	0
(18)	5. Select instructional media and aids for a lesson.	5	4	3	2	1	0
(19)	6. Develop instructional materials (information sheets, transparencies, bulletin board materials, etc.)	5	4	3	2	1	0
(20)	7. Determine out-of-school learning experiences for students.	5	4	3	2	1	0
(21)	8. Organize and work with an advisory committee.	5	4	3	2	1	0
	B. EXECUTION OF INSTRUCTION						
	Upon completion of preservice training, you possessed the ability to:						
(22)	9. Introduce a lesson.	5	4	3	2	1	0
(23)	10. Direct a group discussion.	5	4	3	2	1	0
(24)	11. Conduct a field trip.	5	4	3	2	1	0
(25)	12. Direct a student manipulative skill demonstration.	5	4	3	2	1	0
(26)	13. Demonstrate a manipulative skill.	5	4	3	2	1	0
(27)	14. Present an idea or concept.	5	4	3	2	1	0
(28)	15. Give a lecture.	5	4	3	2	1	0
(29)	16. Give an illustrated talk.	5	4	3	2	1	0
(30)	17. Employ the oral questioning technique.	5	4	3	2	1	0
(31)	18. Reinforce learning.	5	4	3	2	1	0
(32)	19. Develop standards for student attainment.	5	4	3	2	1	0
(33)	20. Obtain proper ending for a lesson.	5	4	3	2	1	0
(34)	21. Reproduce instructional materials. (duplicator, mimeograph, photocopier, transparencies, etc.)	5	4	3	2	1	0
(35)	22. Set up display of materials for instructional purposes.	5	4	3	2	1	0
(36)	23. Present a lesson utilizing an overhead or opaque projector.	5	4	3	2	1	0
(37)	24. Present a lesson utilizing filmstrips or slides.	5	4	3	2	1	0
(38)	25. Present a lesson utilizing a motion picture.	5	4	3	2	1	0
(39)	26. Present a lesson utilizing videotape.	5	4	3	2	1	0
(40)	27. Present a lesson utilizing audio tape, recordings, radio and/or TV.	5	4	3	2	1	0
(41)	28. Present a lesson with the aid of a flannel board and/or flip chart.	5	4	3	2	1	0
(42)	29. Present a lesson with the aid of a chalk board.	5	4	3	2	1	0
(43)	30. Direct student learning laboratory experiences.	5	4	3	2	1	0
(44)	31. Conduct visits to students' homes for instructional purposes.	5	4	3	2	1	0
(45)	32. Present information through team teaching and/or resource persons.	5	4	3	2	1	0

		Performance Tasks	Performance Level: Competent 5	Capable 4	Adequate 3	Acceptable 2	Inadequate 1	No training in Task 0
(46)	33.	Provide individualized instruction for students.	5	4	3	2	1	0
(47)	34.	Draw upon student experience in presenting instruction.	5	4	3	2	1	0
(48)	35.	Present information by use of the problem-solving method.	5	4	3	2	1	0
(49)	36.	Present information by use of simulated experiences.	5	4	3	2	1	0
(50)	37.	Present information by use of the project method.	5	4	3	2	1	0
(51)	38.	Present information by use of the case study method.	5	4	3	2	1	0
(52)	39.	Utilizing unplanned classroom or shop incident as a basis for presenting related information.	5	4	3	2	1	0
	C.	EVALUATION OF INSTRUCTION						
		Upon completion of preservice training, you possessed the ability to:						
(53)	40.	Evaluate text and reference materials to meet course objectives.	5	4	3	2	1	0
(54)	41.	Establish evaluative criteria for lessons, units, or courses.	5	4	3	2	1	0
(55)	42.	Select measures appropriate to evaluative criteria.	5	4	3	2	1	0
(56)	43.	Formulate valid test questions.	5	4	3	2	1	0
(57)	44.	Formulate a system of grading consistent with school policy.	5	4	3	2	1	0
(58)	45.	Evaluate student's progress in class, home, and laboratory assignments.	5	4	3	2	1	0
(59)	46.	Evaluate own teaching methods and techniques.	5	4	3	2	1	0
(60)	47.	Interpret evaluation data for students and for parents.	5	4	3	2	1	0
(61)	48.	Establish criteria and methods for classroom or shop laboratory performance.	5	4	3	2	1	0
(62)	49.	Evaluate standardized test results.	5	4	3	2	1	0
	D.	GUIDANCE						
		Upon completion of preservice training, you possessed the ability to:						
(63)	50.	Present occupational information.	5	4	3	2	1	0
(64)	51.	Develop student selection criteria.	5	4	3	2	1	0
(65)	52.	Interview students and parents.	5	4	3	2	1	0
(66)	53.	Counsel students.	5	4	3	2	1	0
(67)	54.	Interpret student cumulative records.	5	4	3	2	1	0
(68)	55.	Assist students with personal, social, and scholastic problems.	5	4	3	2	1	0
(69)	56.	Make recommendations for employment of students.	5	4	3	2	1	0
(70)	57.	Collect relevant student data.	5	4	3	2	1	0

	Performance Tasks	Performance Level: Competent 5	Capable 4	Adequate 3	Acceptable 2	Inadequate 1	No training in Task 0
	E. MANAGEMENT Upon completion of preservice training, you possessed the ability to:						
(71)	58. Determine supply, materials, equipment, and facility needs.	5	4	3	2	1	0
(72)	59. Prepare requisitions for supplies, tools, materials, and equipment.	5	4	3	2	1	0
(73)	60. Maintain inventory of supplies, materials, and equipment.	5	4	3	2	1	0
(74)	61. Maintain tools and equipment.	5	4	3	2	1	0
(75)	62. Develop and implement safety procedures.	5	4	3	2	1	0
(76)	63. Plan a budget for supplies, materials, and equipment.	5	4	3	2	1	0
(77)	64. Prepare and submit local and state reports and other information.	5	4	3	2	1	0
(78)	65. Develop and maintain placement and follow-up records.	5	4	3	2	1	0
(79)	66. Maximize the use of students' time and equipment (scheduling).	5	4	3	2	1	0
(80)	67. Establish detailed procedures and regulations for laboratory and classroom activities.	5	4	3	2	1	0
	Card No. 2 (1) (2) (3) (4) (5) (6) (7)						
(8)	68. Provide "correct" disciplinary action.	5	4	3	2	1	0
	F. PUBLIC AND HUMAN RELATIONS Upon completion of preservice training, you possessed the ability to:						
(9)	69. Develop and maintain good professional working relationships with other teachers and administrators.	5	4	3	2	1	0
(10)	70. Develop and maintain good communication with the community.	5	4	3	2	1	0
(11)	71. Develop and maintain good working relationships with agencies in the community.	5	4	3	2	1	0
(12)	72. Keep the community informed concerning program activities (newspapers, radio, TV, etc.)	5	4	3	2	1	0
(13)	73. Develop and maintain good relationships with unions, councils, committees, business and professional associations.	5	4	3	2	1	0
(14)	74. Establish and maintain rapport with students and parents.	5	4	3	2	1	0

	Performance Tasks	Performance Level: Competent 5	Capable 4	Adequate 3	Acceptable 2	Inadequate 1	No training in Task 0
	G. PROFESSIONAL ROLE Upon completion of preservice training. you possessed the ability to:						
(15)	75. Participate in professional organization activities.	5	4	3	2	1	0
(16)	76. Participate and contribute to research studies and professional literature.	5	4	3	2	1	0
(17)	77. Keep abreast of current and new professional and technical information.	5	4	3	2	1	0
(18)	78. Develop and maintain expertise in occupational specialty.	5	4	3	2	1	0
(19)	79. Participate in planned professional improvement activities (continuing education, inservice workshops, meetings, etc.)	5	4	3	2	1	0
(20)	80. Secure and leave a position in a professional manner.	5	4	3	2	1	0
(21)	81. Exhibit behavior appropriate to teaching role.	5	4	3	2	1	0
	H. STUDENT VOCATIONAL ORGANIZATIONS Upon completion of preservice training, you possessed the ability to:						
(22)	82. Organize, promote, and support organizations.	5	4	3	2	1	0
(23)	83. Develop a yearly program of work.	5	4	3	2	1	0
(24)	84. Sponsor and supervise organization activities.	5	4	3	2	1	0
(25)	85. Stimulate participation in district, state, regional, and national meetings and contests.	5	4	3	2	1	0
(26)	86. Develop and maintain the student vocational organization program as an integral part of the instructional program.	5	4	3	2	1	0
(27)	87. Evaluate the student organization program.	5	4	3	2	1	0
(28)	88. Establish policy and procedures for student organizations.	5	4	3	2	1	0
	I. COORDINATION Upon completion of preservice training, you possessed the ability to:						
(29)	89. Conduct a community survey.	5	4	3	2	1	0
(30)	90. Maintain a current file of jobs and employers.	5	4	3	2	1	0
(31)	91. Select training stations or experiences.	5	4	3	2	1	0
(32)	92. Develop training or experience agreements.	5	4	3	2	1	0
(33)	93. Establish policy and procedures for on-the-job training.	5	4	3	2	1	0
(34)	94. Supervise student-learner's performance.	5	4	3	2	1	0